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Volume IV of this series is the second semester program for level two students. New materials are combined with some of the vocabulary and structural points introduced in the first three volumes to present a meaningful and interesting dialog for each lesson. (See ED 019 666, AL 001 718 and AL 001 743 for Volumes I, II, and III.) This text, a preliminary edition for field testing purposes, is written for the FLES teacher's use only. It is based on the "audiolingual approach" and visuals and tape recordings are being developed to accompany each lesson. The text arrangement and lesson format are similar to those in the first three volumes. A transformation drill has been added to the practice section to give practice in changing affirmative statements to the negative form and vice versa. Auditory discrimination, auditory comprehension, sentence completion, and question-response exercises have been included in the suggested activities for use at the teacher's discretion. As in the preceding volumes, all Japanese material is in Roman script except the words to the songs which are appended with the scores. This course will be revised before publication for the general public. For further information on the project, write to Mrs. Esther M. T. Sato, Director, Japanese Language Project, College of Education, Wist Hall Annex 2 (Room 128), 1776 University Avenue, Honolulu, Hawaii 96822. (JD)

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ELEMENTARY SCHOOL TEXT / VOLUME FOUR

AL 001 744

YAEKO SATO · JOHN YOUNG · AMY TAKAYESU

LEARN JAPANESE -

ELEMENTARY SCHOOL TEXT

VOLUME IV

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John Young
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University of Hawaii
1968

The text developed herein by the authors, who bear the ultimate responsibility for the content of the text, is part of Project 6-1377 supported by a grant from the Office of Education, Department of Health, Education and Welfare under the provisions of the Cooperative Research Program. The project has the task of developing sequentially arranged Japanese language materials such as texts (except for LEARN JAPANESE - SECONDARY SCHOOL TEXT which has been developed by the Department of Asian and Pacific Languages of the University of Hawaii), audio-visual aids, evaluation instruments, and teacher's guide for use in elementary and secondary schools in Hawaii and elsewhere. We hope that through our efforts Japanese language studies in the United States will grow in its contribution toward greater understanding between East and West.

John Young

Esther Sato

Co-Directors of the Project

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INTRODUCTION

LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, VOLUME IV, is the second semester program for level two students. New materials are combined with some of the vocabulary and structural points introduced in the first three volumes to present a meaningful and interesting dialogue for each lesson. New patterns or structural points are introduced systematically, taking into consideration the pupils' interest, ability and rate of learning.

The text is written for teacher's use only, as the audio-lingual approach is the method of language instruction used in the classroom. The compilation of the text is also based on the audio-lingual method. Each lesson is accompanied by a set of visuals which is used to give cues for the dialogue, vocabulary and drill.

Tapes for the dialogues and new songs accompany the text. These may be used as instructional media or for lesson preparation and planning by the teacher.

LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, VOLUME IV, like the first three volumes, is intended for the pilot classrooms in the public schools of Hawaii. The contents of the text, therefore, are subject to revision at a future date.

SUGGESTIONS TO THE TEACHER

The text arrangement and lesson format in LEARN JAPANESE - ELEMENTARY SCHOOL TEXT, VOLUME IV, are similar to those appearing in Volumes I, II and III. Fifteen lessons are arranged in five units; the first two lessons in each unit introduce new vocabulary and structural points and the third lesson consists of a review lesson.

The Transformation Drill has been added to the Practice section. This drill requires the students to make a structural transformation in the sentence. In this volume the transformation involves changing an affirmative sentence into a negative sentence and vice versa.

Examples

Teacher: Kore wa kyookai desu.
Class: Kore wa kyookai ja arimasen.

Teacher: Sono okashi wa oishiku arimasen.
Class: Sono okashi wa oishii desu.

Auditory discrimination, auditory comprehension, sentence completion, and question-response exercises have been included under the Suggested Activities section. As the use of materials under this section is optional, they are to be used at the teacher's discretion. Songs and games appearing in Volumes I, II and III may be used again, whenever appropriate.

UNIT 1 LESSON 1

1.1 OBJECTIVES

Use of JA ARIMASEN preceded by a noun.

New vocabulary: are, byooin, depaato, hakubutsukan, kyookai, shoogakkoo, ee

1.2 DIALOGUE

(On a field trip)

Haruko: Sen'sei, are wa toshokan desu ka?

Sen'sei: Iie, are wa toshokan ja arimasen.
Hakubutsukan desu yo.

Minoru: Sen'sei, are wa kyookai desu ne?

Sen'sei: Ee, soo desu.

Haruko: Ookii kyookai desu ne.

1.3 PRACTICE

1.3.1 Repetition Drill

Let pupils repeat the following sentences:

toshokan desu
are wa toshokan desu
hakubutsukan desu
are wa hakubutsukan desu
kyookai desu
are wa kyookai desu
byooin desu
are wa byooin desu
depaato desu
are wa depaato desu
shoogakkoo desu
are wa shoogakkoo desu

toshokan ja arimasen
are wa toshokan ja arimasen
hakubutsukan ja arimasen
are wa hakubutsukan ja arimasen
kyookai ja arimasen
are wa kyookai ja arimasen
byooin ja arimasen
are wa byooin ja arimasen
depaato ja arimasen
are wa depaato ja arimasen
shoogakkoo ja arimasen
are wa shoogakkoo ja arimasen

1.3.2 Response Drill

(Model)
Teacher: Are wa nan desu ka?
Cue: (toshokan)
Class: Are wa toshokan desu.

Cues: toshokan, hakubutsukan, kyookai, byooin, depaato, shoogakkoo, doobutsuen, maaketto

1.3.3 Response Drill

Let pupils answer 'yes':

(Model)
Group 1: Are wa kyookai desu ka?
Group 2: Ee, soo desu.

Suggestions for questions: Use the cues in 1.3.2.

1.3.4 Response Drill

(Model)
Pupil 1: Are wa nan desu ka?
Cue: (depaato)
Pupil 2: Are wa depaato desu.

Cues: Same as in 1.3.2.

1.3.5 Response Drill

Let pupils answer with a negative statement:

(Model)
Teacher: Are wa kyookai desu ka?
Class: Iie, are wa kyookai ja arimasen.

Suggestions for questions: Use the cues in 1.3.2.

1.3.6 Response Drill

Let pupils answer with a negative statement:

(Model)
Group 1: Kore wa hon desu ka?
Group 2: Iie, sore wa hon ja arimasen.

Suggestions for questions: Realia for hon, en'pitsu, nooto, booru, etc., which can be found in the classroom.

1.3.7 Response Drill

Let pupils answer with a negative statement:

(Model)
Pupil 1: Are wa byooin desu ka?
Pupil 2: Iie, are wa byooin ja arimasen.

Suggestions for questions: Use the cues in 1.3.2.

1.3.8 Transformation Drill

Let pupils change an affirmative statement into a negative statement:

(Model)
Teacher: Kore wa kyookai desu.
Class: Kore wa kyookai ja arimasen.

Cues: kore, sore, are in addition to the cues in 1.3.2.

1.3.9 Chain Drill

Let pupils choose the noun:

Pupil 1: Are wa shoogakkoo ja arimasen.
Pupil 2: Are wa maaketto ja arimasen.

Etc.

1.3.10 Dialogue Memorization Drill

1.3.11 Role Playing

1.4 NEW VOCABULARY

are	that one over there
byooin	hospital
depaato	department store
ee	yes
hakubutsukan	museum
ja arimasen	negative form of desu; (it) is not
kyookai	church
shoogakkoo	elementary school

1.5 SUGGESTED ACTIVITIES

1.5.1 Song

En'soku

Sora wa aozora,
Yoi tenki.
Min'na gen'ki ni,
Arukimashoo.
Kyoo wa en'soku,
Ureshii na.

Excursion

The sky is blue,
It's a nice day!
Let's walk together
With vim and vigor.
Today is our excursion,
Hooray!

1.5.2 Exercises

Auditory Comprehension

Read the first three sentences of the dialogue.
Ask pupils if the following statements are true or not.

1. Are wa toshokan desu.
2. Are wa toshokan ja arimasen.
3. Are wa hakubutsukan desu.
4. Are wa hakubutsukan ja arimasen.

Read the last three sentences of the dialogue.
Ask pupils if the following statements are true or not.

1. Are wa kyookai desu.
2. Are wa kyookai ja arimasen.
3. Are wa ookii kyookai desu.
4. Are wa chiisai kyookai desu.

Auditory Discrimination

Read the following pairs of words. Ask pupils to identify the correct word in each pair.

1. byooin - biyooin
2. kiyookai - kyookai
3. byoin - byooin
4. kyookai - kyokai
5. shogakkoo - shoogakkoo
6. depaato - depato
7. toshokan - tooshokan

1.6 NOTES

1.6.1 Structure

Are	wa	toshokan	JA ARIMASEN.

Ja arimasen is the negative form of desu. Ja is the abbreviation of de plus wa. De wa arimasen is generally used in formal conversations and in written Japanese. In this lesson the word preceding ja arimasen is limited to nouns.

1.6.2 Usage

Are is used when referring to objects that are far from both the speaker and listener. The usage differs from kore and sore which indicate relative distance of the speaker and listener. Are cannot be substituted for sore.

Ee is the informal way of saying hai. It is used among close friends and familiar persons. However, when taking attendance, ee cannot be substituted for hai to indicate presence.

1.6.3 Culture

There are many small private hospitals in Japan staffed by one doctor. Physicians in private practice usually provide their own hospital care for their patients. However, for serious illnesses, patients are admitted to large hospitals where more extensive medical facilities are available. Unlike American doctors, Japanese doctors do not maintain a private office for examinations only. Maintaining the small hospital is part of the private practice.

1.6.4 Pronunciation

Emphasis suggested:

hakubutsukan

byooin

kyookai

UNIT 1 LESSON 2

2.1 OBJECTIVES

Use of ja arimasen preceded by an adjectival noun.

Useful expressions: DOO SHIMASHITA KA?
ONAKA GA ITAI(N) DESU.

New vocabulary: atama, ha, imushitsu, kyooshitsu, yubi, byooki, gen'ki, taihen, saa

2.2 DIALOGUE

(Haruko is ill)

Sen'sei: Haruko san, gen'ki ja arimasen ne.
Doo shimashita ka?

Haruko: Sen'sei, onaka ga itai(n) desu.

Sen'sei: Sore wa taihen desu.
Saa, imushitsu e ikimashoo.

2.3 PRACTICE

2.3.1 Repetition Drill

Let pupils repeat the following sentences:

gen'ki desu
byooki desu

gen'ki desu ka?
byooki desu ka?

gen'ki ja arimasen
byooki ja arimasen

gen'ki ja arimasen ne
byooki ja arimasen ne

atama ga itai(n) desu
onaka ga itai(n) desu
ha ga itai(n) desu
yubi ga itai(n) desu

imushitsu e ikimashoo
saa, imushitsu e ikimashoo
kyooshitsu e ikimashoo
saa, kyooshitsu e ikimashoo

doo shimashita ka?
onaka ga itai(n) desu
sore wa taihen desu

doo shimashita ka?
atama ga itai(n) desu
sore wa taihen desu

doo shimashita ka?
ha ga itai(n) desu
sore wa taihen desu

2.3.2 Response Drill

Let pupils answer with a negative statement:

(Model)
Teacher: Gen'ki desu ka?
Class: Iie, gen'ki ja arimasen.

Suggestions for questions: byooki, gen'ki

2.3.3 Response Drill

(Model)
Teacher: Doo shimashita ka?
Cue: (onaka)
Class: Onaka ga itai(n) desu.

Cues: onaka, atama, ha, yubi, te, ashi, kubi, kata, etc.

2.3.4 Response Drill

(Model)
Group 1: Doo shimashita ka?
Cue: (atama)
Group 2: Atama ga itai(n) desu.
Group 1: Sore wa taihen desu.

Cues: Same as in 2.3.3.

2.3.5 Response Drill

Let pupils choose the noun:

(Model)
Teacher: Doko ga itai(n) desu ka?
Pupil 1: Te ga itai(n) desu.

2.3.6 Response Drill

(Model)
Teacher: Doko e ikimashoo ka?
Cue: (imushitsu)
Class: Imushitsu e ikimashoo.

Cues: kyooshitsu, imushitsu, byooin, gakkoo, etc.

2.3.7 Chain Drill

Let pupils choose 'yes' or 'no':

Pupil 1: Gen'ki desu ka?
Pupil 2: Hai, gen'ki desu.
or
Iie, gen'ki ja arimasen.
Pupil 2: Gen'ki desu ka?

Etc.

2.3.8 Chain Drill

Let pupils choose 'yes' or 'no':

Pupil 1: Byooki desu ka?
Pupil 2: Hai, byooki desu.
or
Iie, byooki ja arimasen.
Pupil 2: Byooki desu ka?

Etc.

2.3.9 Dialogue Memorization Drill

2.3.10 Role Playing

2.4 NEW VOCABULARY

atama	head
byooki	ill (illness); sick (sickness)
doo shimashita ka	What's the matter?; What happened to you?
gen'ki	healthy; well
ha	tooth
imushitsu	health room
kyooshitsu	classroom
onaka ga itai(n) desu	(I) have a stomachache.
saa	Come, ... (See notes)
taihen	serious; terrible
yubi	finger

2.5 SUGGESTED ACTIVITIES

2.5.1 Game: Hana, Hana

Add atama, ha, and yubi to the list of cues for this game. Omit the "Hana, hana, hana, ..." part if the class can respond rapidly. The teacher or a pupil can give the oral cues.

Examples

'It': Hana, hana, hana, atama!
'It': Me, kubi, senaka, atama, etc.

2.5.2 Exercises

Auditory Comprehension

After listening to the dialogue ask pupils if the following short dialogues are true or not.

1. Haruko san, gen'ki desu ka?
   Hai, gen'ki desu.

2. Haruko san, gen'ki desu ka?
   Iie, gen'ki ja arimasen.

3. Haruko san, doo shimashita ka?
   Sen'sei, atama ga itai(n) desu.

4. Haruko san, doo shimashita ka?
   Sen'sei, onaka ga itai(n) desu.

5. Haruko san, doo shimashita ka?
   Sen'sei, ha ga itai(n) desu.

Auditory Discrimination

Read the following pairs of words. Ask pupils to identify the correct word in each pair.

1. taihen - taehen
2. itae - itai
3. imushitsu - emushitsu
4. kyookae - kyookai
5. byooin - byooen
6. shoogekkoo - shoogakkoo

2.6 NOTES

2.6.1 Structure

Haruko san	wa		gen'ki	ja arimasen.

An adjectival noun precedes ja arimasen in this lesson. However, the only adjectival nouns in this lesson are gen'ki and taihen.

2.6.2 Usage

Doo shimashita ka?, introduced as a useful expression, is equivalent to 'What's the matter?' or 'What happened to you?' This question is commonly used in many different situations. It is not limited to inquiries related to one's illness.

Onaka ga itai(n) desu is introduced in this lesson as a useful expression. The combination of an adjective (itai) plus the copula desu will be introduced later. The expression is included in the practice section using the nouns related to the parts of the body.

Examples

Ha ga itai(n) desu.
Kubi ga itai(n) desu.

Itai(n) desu. The (n) used between itai and des col- is optional. However, as it is commonly used in e loquial Japanese, the (n) has been included in t sentence.

Sore wa taihen desu. Sore and taihen used in th is con- text refer to abstractions. Therefore, these wo ds should not be drilled as vocabulary items but pr c- ticed as a sentence in a proper situation.

Gen'ki ja arimasen ne. Ne added at the end of he sentence corresponds to 'are you?' The sentenc means 'You're not well, are you?' Ne introduce pe of in Lesson 10, Volume I, was used with the desu t sentence.

Ookii neko desu ne. (It's a big cat, isn't it?)
Gen'ki ja arimasen ne. (You're not well, a e you?)

Saa, ... introduced in this lesson is an interj ction used to urge someone to do something. It is ve y commonly used with the -MASHOO form, meaning 'N w, let's ...' or 'Come, let's ...' The other uses of saa will be introduced later.

Examples

Saa, te o araimashoo. (Now, let's wash ou hands.)
Saa, yomimashoo. (Come, let's read.)

Doko ga itai(n) desu ka? means 'Where does it hurt?' This question is used in the practice section ing elicit pupil response. It is for passive learn only, as the use of doko with the relational ga has not been introduced yet.

2.6.3 Culture

Public schools in Japan are equipped with a he lth room, indicating the concern for pupil health. A regular physical examination by the school doc or takes place once a year, usually in April. Th s is part of the health services provided for pupil in the elementary and secondary schools. Some sc ools also provide for a school nurse and a dentist. The cost of the annual physical examination is met by the school, and not by the parents.

2.6.4 Pronunciation

Emphasis suggested:

kyooshitsu

imushitsu

taihen

itai

Review suggested:

byooin

byooki

kyookai

kyooshitsu

UNIT 1 LESSON 3

3.1 OBJECTIVES

Review: Lessons 1 and 2

3.2 DIALOGUE

(Minoru is visiting his grandparents)

Minoru: Ojiisan, are wa okashiya desu ka?

Ojiisan: Iie, are wa okashiya ja arimasen.
Pan'ya desu yo.

Minoru: Aa, are wa kooen desu ne.

Ojiisan: Ee, soo desu.
Sorekara are wa doobutsuen desu yo.

3.3 PRACTICE

3.3.1 Repetition Drill

Let pupils repeat the following sentences:

okashiya desu ka?
are wa okashiya desu ka?
doobutsuen desu ka?
are wa doobutsuen desu ka?
kyooshitsu desu ka?
are wa kyooshitsu desu ka?
shoogakkoo desu ka?
are wa shoogakkoo desu ka?
hakubutsukan desu ka?
are wa hakubutsukan desu ka?
imushitsu desu ka?
are wa imushitsu desu ka?

kooen ja arimasen
are wa kooen ja arimasen
kutsuya ja arimasen
are wa kutsuya ja arimasen
toshokan ja arimasen
are wa toshokan ja arimasen

sakanaya ja arimasen
are wa sakanaya ja arimasen
byooin ja arimasen
are wa byooin ja arimasen

anata no uchi desu ka?
are wa anata no uchi desu ka?

Girls: watashi no uchi ja arimasen
Boys: boku no uchi ja arimasen

3.3.2 Response Drill

Let pupils answer with a negative statement:

(Model)
Teacher: Are wa maaketto desu ka?
Class: Iie, are wa maaketto ja arimasen.

Suggestions for questions: anata no uchi, kutsuya, nikuya, kyooshitsu, depaato, kyookai, toshokan, kooen, doobutsuen, etc.

3.3.3 Response Drill

Let pupils answer 'yes':

(Model)
Cue: (gakkoo)
Group 1: Are wa gakkoo desu ne.
Group 2: Ee, soo desu.

Cues: hon'ya, pan'ya, sakanaya, imushitsu, byooin, hakubutsukan, shoogakkoo, okashiya, etc.

3.3.4 Response Drill

Let pupils choose the noun:

(Model)
Pupil 1: Are wa kutsuya desu ka?
Pupil 2: Iie, are wa kutsuya ja arimasen. Nikuya desu yo.

3.3.5 Response Drill

(Model)
Group 1: Are wa nan desu ka?
Cue: (hon'ya and pan'ya)
Group 2: Are wa hon'ya desu.
Sorekara are wa pan'ya desu

Cues: Same as in 3.3.3.

3.3.6 Response Drill

Let the second pupil answer 'yes':

(Model)
Cue: (anata no uchi)
Pupil 1: Are wa anata no uchi desu ne.
Pupil 2: Ee, soo desu.
Cue: (kyookai)
Pupil 2: Sorekara are wa kyookai desu yo.

Cues: Same as in 3.3.2.

3.3.7 Response Drill

Let pupils choose the noun:

(Model)
Teacher: Doko e ikimashoo ka?
Pupil 1: Hakubutsukan e ikimashoo.

Suggestions for questions: Use ikimasu ka, ikimashoo ka, and ikimashita ka alternately.

3.3.8 Response Drill

Let pupils answer 'no':

Teacher: Kutusya e ikimasu ka?
Pupil 1: Iie, kutusya e ikimasen.

Suggestions for questions: Same as in 3.3.2.

3.3.9 Response Drill

Let pupils answer 'no':

Teacher: Pan'ya e ikimashita ka?
Pupil 1: Iie, pan'ya e ikimasen deshita.

Suggestions for questions: Same as in 3.3.3.

3.3.10 Chain Drill

Let pupils choose the noun:

Pupil 1: Are wa nan desu ka?
Pupil 2: Are wa hon'ya desu yo.
Are wa nan desu ka?
Pupil 3: Are wa byooin desu yo.

Etc.

3.3.11 Response Drill

Let pupils choose 'yes' or 'no':

(Model)
Teacher: Merii san, gen'ki desu ka?
Mary: Hai, gen'ki desu.
or
Iie, gen'ki ja arimasen.

Teacher: Jooji san, byooki desu ka?
George: Hai, byooki desu.
or
Iie, byooki ja arimasen.

3.3.12 Dialogue Memorization Drill

3.3.13 Role Playing

3.4 NEW VOCABULARY

None

3.5 SUGGESTED ACTIVITIES

3.5.1 Exercises

Auditory Comprehension

Read the first three lines of the dialogue. Ask pupils if the following statements are true or not.

1. Are wa okashiya desu.
2. Are wa pan'ya desu.

Read the last three lines of the dialogue. Ask pupils if the following statements are true or not.

1. Are wa pan'ya desu. Sorekara are wa hakubutsukan desu.
2. Are wa kooen desu. Sorekara are wa doobutsuen desu.
3. Are wa hon'ya desu. Sorekara are wa toshokan desu.

3.6 NOTES

3.6.1 Structure

None

3.6.2 Usage

Sorekara introduced in Volume III (See 11.6.2) was used to describe two or more actions that have occurred consecutively or will occur consecutively. In this context it means 'then' or 'after that.' Sorekara used in this lesson describes two or more places. It means 'and' in this context.

Examples

1. Byooin e ikimasu. (I'll go to the hospital.)
   Sorekara toshokan e ikimasu. (Then I'll go to the library.)

2. Are wa byooin desu. (That is a hospital.)
   Sorekara are wa toshokan desu. (And that's a library.)

3.6.3 Culture

The candy shops in Japan sell the traditional Japanese sweets and Western type candies. The early Japanese candy makers used honey and wheat gluten because sugar was very precious and used for medicinal purposes only. The Portuguese introduced candy made from sugar in mid-sixteenth century. Since then the Japanese have used it for confectionery.

3.6.4 Pronunciation

None

UNIT 2 LESSON 4

4.1 OBJECTIVES

Use of an ADJECTIVE with desu.

Useful expressions: KITE GORAN NASAI.
SOO DESU NEE.

New vocabulary: sukaato, yoofuku, zubon, kono, sono, mijikai, nagai

4.2 DIALOGUE

(Shopping for a new dress)

Haruko: Okaasan, kono yoofuku wa?

Okaasan: Aa, kawaii desu ne.

Kite goran nasai.

Haruko: Hai.

(In the dressing room)

Haruko: Okaasan, sukoshi nagai desu yo.

Okaasan: Soo desu nee.

Sukoshi ookii desu ne.

4.3 PRACTICE

4.3.1 Repetition Drill

Let pupils repeat the following sentences:

ookii desu
kono yoofuku wa ookii desu
chiisai desu
sono yoofuku wa chiisai desu
nagai desu
kono sukaato wa nagai desu
mijikai desu
sono sukaato wa mijikai desu
nagai desu
kono zubon wa nagai desu

nagai desu
sono zubon wa nagai desu
kawaii desu
kono kutsu wa kawaii desu
kawaii desu
sono kutsu wa kawaii desu

Let the groups repeat the following sentences alternately:

Group 1: Kite goran nasai.
Group 2: Hai.

Group 1: Sukoshi ookii desu yo.
Group 2: Soo desu nee.
Sukoshi nagai desu ne.

Group 1: Sukoshi chiisai desu yo.
Group 2: Soo desu nee.
Sukoshi mijikai desu ne.

4.3.2 Substitution Drill

Let pupils substitute 'kono' with 'sono' and 'sono' with 'kono':

(Model)
Teacher: Kono yoofuku wa ookii desu.
Class: Sono yoofuku wa ookii desu.
Teacher: Sono zubon wa nagai desu.
Class: Kono zubon wa nagai desu.

Suggestions for adjectives: ookii, chiisai, nagai, mijikai, kawaii, akai, kuroi, shiroi, aoi

Suggestions for nouns: yoofuku, sukaato, zubon, kutsu, taoru, booru, en'pitsu, kureyon, nin'jin, kyuuri, etc.

4.3.3 Response Drill

Let pupils answer 'yes':

(Model)
Teacher: Kono zubon wa nagai desu ka?
Group 1: Hai, sono zubon wa nagai desu.
Teacher: Kono zubon wa mijikai desu ka?
Group 2: Hai, sono zubon wa mijikai desu.

Suggestions for questions: Same as in 4.3.2.

4.3.4 Substitution Drill

Let pupils choose the adjective with an opposite meaning:

(Model)
Teacher: Kono sukaato wa nagai desu.
Pupil 1: Kono sukaato wa mijikai desu.
Teacher: Kono kutsu wa chiisai desu.
Pupil 2: Kono kutsu wa ookii desu.

Suggestions for adjectives: ookii, chiisai, nagai, mijikai

Suggestions for nouns: yoofuku, sukaato, zubon, kutsu, taoru, booru, en'pitsu, kureyon, etc.

4.3.5 Response Drill

Let pupils answer 'yes':

(Model)
Teacher: Kono sukaato wa sukoshi nagai desu ka?
Pupil 1: Hai, sukoshi nagai desu yo.
Teacher: Kono zubon wa sukoshi mijikai desu ka?
Pupil 2: Hai, sukoshi mijikai desu yo.

Suggestions for adjectives and nouns: Same as in 4.3.4.

4.3.6 Response Drill

(Model)
Teacher: Kono zubon wa nagai desu ka?
Class: Soo desu nee.
Sukoshi nagai desu.
Teacher: Kono yoofuku wa ookii desu ka?
Pupil 1: Soo desu nee.
Sukoshi ookii desu.

Suggestions for questions: Same as in 4.3.4.

4.3.7 Response Drill

Let pupils choose the adjective and noun:

(Model)
Pupil 1: Kono en'pitsu wa mijikai desu ka?
Pupil 2: Hai, sono en'pitsu wa mijikai desu.

4.3.8 Dialogue Memorization Drill

4.3.9 Role Playing

4.4 NEW VOCABULARY

kite goran nasai ..... Please try (it) on.
kono ..... this (See notes)
mijikai ..... short
nagai ..... long
sono ..... that (See notes)
soo desu nee ..... Now, let me see ...
sukaato ..... skirt
yoofuku ..... Western style clothing
zubon ..... trousers

4.5 SUGGESTED ACTIVITIES

4.5.1 Exercises

Read the short dialogues. Ask pupils if the second utterance describes the object in the first sentence.

a. Kono zubon wa?
Aa, nagai desu ne.

b. Kono kutsu wa?
Sukoshi oishii desu ne.

c. Sono nin'jin wa?
Aa, shiroi desu ne.

d. Sono toshokan wa?
Kawaii desu ne.

e. Kono sukaato wa?
Sukoshi mijikai desu ne.

f. Kono sekken wa?
Aa, mijikai desu ne.

g. Sono man'ga wa?
Aa, omoshiroi desu ne.

h. Sono yoofuku wa?
Sukoshi chiisai desu ne.

4.5.2 Game: Twenty Questions

Refer to 9.5.1, Volume III, for the procedure. As a variation, 'it' can give many different types of cues.

Examples

'It': I am thinking of something that is:

white and all in a row (ha)
sharp and useful (hasami)
fun to go on weekends (pikunikku)
done with a pen or pencil (tegami)
funny when put on father (sukaato)

4.6 NOTES

4.6.1 Structure

Sono	yoofuku	wa	NAGAI	desu	ka? / .

The pattern of a noun following an adjective was introduced in Lesson 8, Volume I. In this lesson the adjective is used as part of the predicate.

Examples

Kore wa nagai yoofuku desu.
Kono yoofuku wa nagai desu.

Kono	yoofuku	wa	SUKOSHI	nagai	desu	ka? / .

In this lesson sukoshi, an adverb, is used to modify nagai, an adjective. However, sukoshi can also be used to modify a verb. An adverb modifying an adjective is usually placed before the adjective.

Sukoshi kudasai appeared in Lesson 7, Volume III. The use of sukoshi was limited to the above expression. Adverbs used to modify verbs will be introduced later.

4.6.2 Usage

Kono and sono always precede and modify a noun. The words are used to refer to objects relative to the distance of the speaker and listener. Kono is close to the speaker and sono is close to the listener. The relative distance is the same as kore and sore introduced in Lesson 10, Volume I.

Kite goran nasai is treated as a useful expression in this lesson. The -TE GORAN NASAI form will be introduced later. The verb kiru refers to the action of wearing clothing items such as dresses, shirts, blouses, coats, sweaters, etc. which are worn above the waist. For clothing items worn below the waist, e.g., skirts, trousers, shoes, slippers, shorts, etc., the verb haku is used. Haite goran nasai also means 'Please try (it) on.' While the verb 'wear' has a general usage in English, the Japanese use different verbs for wearing hats, gloves, and accessories.

Soo desu nee is equivalent to 'Now, let me see ...' A slight pause follows this expression while the speaker ponders over the topic in discussion.

4.6.3 Culture

Japanese children wear Western style clothing to school or while at home. Kimonos are worn only on special occasions and holidays. Some private elementary schools require their pupils to wear uniforms to school. Although most secondary school students (male) wore uniforms before World War II, there is less emphasis today on school uniforms. However, the private secondary schools still require their pupils (male and female) to attend school in uniforms. The style for boys is very similar but the buttons are different. The button on a boy's jacket will identify the school he attends.

4.6.4 Pronunciation

Emphasis suggested:

sukaato

sukoshi

zubon

nagai (nasal 'g' sound)

The u sound in sukaato, sukoshi and zubon tends to be shortened.

UNIT 2 LESSON 5

5.1 OBJECTIVES

Negative form of adjective -KU ARIMASEN.

New vocabulary: dotchi, akaku, aoku, chiisaku, hayai, hayaku, kawaiku, kuroku, mijikaku, nagaku, oishiku, ookiku, omoshiroku, osoi, osoku, shiroku, kachimashita

5.2 DIALOGUE

(After watching the paper-play: The Hare and the Tortoise)

Sen'sei: Usagi wa hayai desu ka?

Minoru: Hai, hayai desu.

Sen'sei: Kame mo hayai desu ka?

Haruko: Iie, hayaku arimasen.

Kame wa osoi desu yo.

Sen'sei: Dotchi ga kachimashita ka?

Minoru: Kame ga kachimashita.

5.3 PRACTICE

5.3.1 Repetition Drill

Let pupils repeat the following sentences:

usagi wa hayai desu
kame wa osoi desu
dotchi ga hayai desu ka?
usagi ga hayai desu
dotchi ga osoi desu ka?
kame ga osoi desu

kono en'pitsu wa nagai desu
kono kureyon wa mijikai desu
dotchi ga nagai desu ka?
kono en'pitsu ga nagai desu

dotchi ga mijikai desu ka?
kono kureyon ga mijikai desu
kono inu wa ookii desu
kono neko wa chiisai desu
dotchi ga ookii desu ka?
kono inu ga ookii desu
dotchi ga chiisai desu ka?
kono neko ga chiisai desu

Let pupils repeat the following pairs of sentences:

hayai desu
hayaku arimasen

osoi desu
osoku arimasen

ookii desu
ookiku arimasen

chiisai desu
chiisaku arimasen

nagai desu
nagaku arimasen

mijikai desu
mijikaku arimasen

kawaii desu
kawaiku arimasen

omoshiroi desu
omoshiroku arimasen

oishii desu
oishiku arimasen

akai desu
akaku arimasen

aoi desu
aoku arimasen

shiroi desu
shiroku arimasen

kuroi desu
kuroku arimasen

5.3.2 Transformation Drill

Let pupils say the negative sentence:

(Model)
Teacher: Hayai desu.
Class: Hayaku arimasen.

Suggestions for adjectives: hayai, osoi, ookii, chiisai, nagai, mijikai, kawaii, omoshiroi, oishii, akai, aoi, shiroi, kuroi

5.3.3 Transformation Drill

Let pupils say the negative sentence:

(Model)
Teacher: Kono zasshi wa omoshiroi desu.
Class: Sono zasshi wa omoshiroku arimasen.

Suggestions for adjectives: Same as in 5.3.2.

Suggestions for nouns: sakana, pan, keeki, man'ga, hon, zasshi, tori, usagi, nezumi, uma, inu, kame, en'pitsu, kureyon, monosashi, nin'gyoo, taiko, neko, hana, jidoosha, tomato, booru, etc.

5.3.4 Response Drill

Let pupils answer 'yes':

(Model)
Teacher: Kono keeki wa oishii desu ka?
Class: Hai, oishii desu.

Suggestions for questions: Same as in 5.3.3.

5.3.5 Response Drill

Let pupils answer 'no':

(Model)
Teacher: Kono nezumi wa kawaii desu ka?
Class: Iie, kawaiku arimasen.

Suggestions for questions: Same as in 5.3.3.

5.3.6 Response Drill

Let pupils answer the first question 'yes' and the second question 'no':

(Model)
Teacher: Kono kureyon wa mijikai desu ka?
Group 1: Hai, mijikai desu.
Teacher: Kono kureyon mo mijikai desu ka?
Group 2: Iie, mijikaku arimasen.

Suggestions for questions: Same as in 5.3.3.

5.3.7 Response Drill

Let pupils ask the question in the same manner as in 5.3.6:

(Model)
Pupil 1: Kono nin'gyoo wa ookii desu ka?
Pupil 2: Hai, ookii desu.
Pupil 1: Kono nin'gyoo mo ookii desu ka?
Pupil 2: Iie, ookiku arimasen.

Suggestions for questions: Same as in 5.3.3.

5.3.8 Response Drill

Ask questions by using realia or visuals:

(Model)
Teacher: Dotchi ga ookii desu ka?
(inu and neko)
Cue: (inu)
Group 1: Inu ga ookii desu.

Cues: inu, neko, uma, zoo, booru, nin'gyoo, taiko, uchi, sakana, jagaimo, kutsu, yoofuku, taoru, etc.

5.3.9 Response Drill

Ask questions by using visuals:

(Model)
Teacher: Dotchi ga hayai desu ka?
(uma and kame)
Cue: (uma)
Group 1: Uma ga hayai desu.

(Model)
Teacher: Dotchi ga osoi desu ka?
(tora and neko)
Cue: (neko)
Group 2: Neko ga osoi desu.

Cues: kame, usagi, raion, tora, zoo, inu, neko, uma, etc.

5.3.10 Response Drill

Ask questions by using visuals. Let pupils choose the answer:

(Model)
Teacher: Dotchi ga kawaii desu ka?
(neko and inu)
Pupil 1: Inu ga kawaii desu.

Suggestions for questions: tori, saru, kame, usagi, nezumi, inu, neko, etc.

5.3.11 Response Drill

Ask questions by using realia or visuals. Let pupils choose the answer:

(Model)
Teacher: Dotchi ga nagai desu ka?
(two pencils)
Pupil 1: Kono en'pitsu ga nagai desu.

Suggestions for questions: nagai, mijikai, omoshiroi, akai, kuroi, shiroi, aoi, en'pitsu, kureyon, monosashi, hana, jidoosha, tomato, man'ga, hon, zasshi, etc.

5.3.12 Response Drill

Let pupils ask the question and choose the answer:

(Model)
Pupil 1: Dotchi ga oishii desu ka?
(tamago and han'baagu)
Pupil 2: Han'baagu ga oishii desu.

Suggestions for questions: sakana, niku, pan, keeki, okashi, gohan, han'baagu, sarada

5.3.13 Response Drill

(Model)
Teacher: Usagi to kame ga kakekko o shimashita. Dotchi ga kachimashita ka?
Cue: (kame)
Class: Kame ga kachimashita.

Cues: Minoru san, Haruko san, pupils' names, etc.

5.3.14 Dialogue Memorization Drill

5.3.15 Role Playing

5.4 NEW VOCABULARY

akaku ..... -KU form of akai
aoku ..... -KU form of aoi
chiisaku ..... -KU form of chiisai
dotchi ..... which (one) of the two
hayai ..... fast
hayaku ..... -KU form of hayai
kachimashita ..... -MASHITA form of katsu; (I) won
kawaiku ..... -KU form of kawaii
kuroku ..... -KU form of kuroi

mijikaku ..... -KU form of mijikai
nagaku ..... -KU form of nagai
oishiku ..... -KU form of oishii
ookiku ..... -KU form of ookii
omoshiroku ..... -KU form of omoshiroi
osoi ..... slow
osoku ..... -KU form of osoi
shiroku ..... -KU form of shiroi

5.5 SUGGESTED ACTIVITIES

5.5.1 Song

Chuurippu

Saita, saita,
Chuurippu no hana ga.
Naran'da, naran'da
Aka, shiro, kiiro.
Dono hana mite mo,
Kirei da na.

Tulips

The flowers are in bloom!
Beautiful tulip blossoms.
All in rows,
Red, white and yellow ...
Every flower I see
Is so pretty!

5.5.2 Paper-play: Usagi to Kame

Show the paper-play which was introduced in Lesson 10, Volume II.

5.5.3 Exercises

Read the short dialogues. Ask pupils if the second utterance is grammatically correct or not.

a. Uma wa hayai desu ka?
   Hai, hayai desu.

b. Neko wa shiroi desu ka?
   Iie, shiroku arimasen.

c. Sore wa monosashi desu ka?
Iie, monosashi ja arimasen.

d. Sono mikan wa oishii desu ka?
Iie, oishii ja arimasen.

e. Raion wa ookii desu ka?
Hai, ookii desu.

f. Usagi wa osoi desu ka?
Hai, osoku arimasen.

g. Kuma wa byooki desu ka?
Iie, byooki-ku arimasen.

h. Sono hon wa omoshiroi desu ka?
Iie, omoshiroi desu.

5.6 NOTES

5.6.1 Structure

Kame	wa	HAYAKU	ARIMASEN.

Adjectives are changed to the -KU form by inflecting the last vowel -i to -ku. -KU form + arimasen form the negative predicate. All adjectives inflect in the same manner. (See 5.6.4.)

DOTCHI	ga	hayai	desu	ka?

Dotchi, an interrogative word, refers to 'which one of two.' The relational ga is used in the question and reply.

Dotchi ga ookii desu ka?
Kono booru ga ookii desu.
Kore ga ookii desu.
Kotchi ga ookii desu. Etc.

5.6.2 Usage

Kame mo hayai desu ka? In this sentence, the relational mo is used to replace wa. The use of mo to replace o appeared in Lesson 7, Volume III. In both cases mo means 'also.'

Examples

a. Mikan o tabemasu. (I'll eat tangerines.)
Rin'go mo tabemasu. (I'll also eat apples.)

b. Usagi wa hayai desu. (The rabbit is fast.)
Uma mo hayai desu. (The horse is also fast.)

The relational to, appearing in the Practice section, 5.3.13, is for passive learning only. It is used by the teacher to elicit pupil response.

5.6.3 Culture

Kami-shibai is a type of picture-story show used by the candy peddlers to attract children. The kami-shibaiya san, or the street peddler who shows the paper-plays, beats his wooden clappers to call little children. When sufficient sales are made, he sets up the wooden frame on the seat of his bicycle to start the show for the young customers.

A series of brightly colored illustrations, approximately 18" x 12" large, are slid into the frame as the peddler tells the story in a most dramatic manner. The picture-plays include adventures, mystery tales, war stories, historical tales, legends, etc. Each story is interesting and instructive. A central source provides the peddlers with the kami-shibai and candies to sell. Children look forward to the kami-shibaiya san not only for the sweets but to enjoy the paper-play which is narrated by an expert story teller.

5.6.4 Pronunciation

Emphasis suggested:

akai - akaku

aoi - aoku

chiisai - chiisaku

hayai - hayaku

kawaii - kawaiku

kuroi - kuroku

mijikai - mijikaku

oishii - oishiku

omoshiroi - omoshiroku

ookii - ookiku

osoi - osoku

shiroi - shiroku

UNIT 2 LESSON 6

6.1 OBJECTIVES

Review: Lessons 4 and 5

6.2 DIALOGUE

(Haruko is visiting her grandparents. She is helping grandmother in the kitchen.)

Haruko: Obaasan, kono sakana wa oishii desu ka?

Obaasan: Ee, oishii desu yo.

Kyoo tabemashoo ne.

Haruko: Kono tomato wa?

Obaasan: Kore wa oishiku arimasen.

Haruko: Akaku arimasen ne.

6.3 PRACTICE

6.3.1 Repetition Drill

Let pupils repeat the following sentences:

kono sakana wa oishii desu
kono tomato wa oishii desu
kono han'baagu wa oishii desu
kono jagaimo wa oishii desu
kono niku wa oishii desu
kono sarada wa oishii desu

kono kyuuri wa oishiku arimasen
kono nin'jin wa oishiku arimasen
kono tamago wa oishiku arimasen
kono mikan wa oishiku arimasen
kono rin'go wa oishiku arimasen
kono pan wa oishiku arimasen

6.3.2 Transformation Drill

Let one group state the affirmative and let the other group state the negative:

(Model)
Cue: (niku)
Group 1: Kono niku wa oishii desu.
Group 2: Sono niku wa oishiku arimasen.

Cues: sakana, niku, tomato, pan, keeki, han'baagu, jagaimo, gohan, sarada, kyuuri, nin'jin, tamago, banana, mikan, rin'go, suika, etc.

6.3.3 Response Drill

(Model)
Teacher: Kono jagaimo wa oishii desu ka?
Cue: (yes)
Pupil 1: Hai, oishii desu.
Teacher: Kono nin'jin wa oishii desu ka?
Cue: (no)
Pupil 2: Iie, oishiku arimasen.

Suggestions for questions: Same as in 6.3.2.

6.3.4 Response Drill

Let pupils choose 'yes' or 'no':

(Model)
Teacher: Kono byooin wa ookii desu ka?
Pupil 1: Hai, ookii desu.
or
Iie, ookiku arimasen.

Suggestions for questions: ookii, chiisai, byooin, depaato, kyookai, toshokan, kyooshitsu, kooen, maaketto, etc.

6.3.5 Response Drill

Let pupils choose 'yes' or 'no':

(Model)
Teacher: Kono hon wa omoshiroi desu ka?
Pupil 1: Hai, omoshiroi desu.
or
Iie, omoshiroku arimasen.

Suggestions for questions: hon, man'ga, zasshi, otogibanashi, etc.

6.3.6 Response Drill

Let pupils ask the question and choose the answer:

(Model)
Pupil 1: Kono monosashi wa nagai desu ka?
Pupil 2: Hai, nagai desu.
or
Iie, nagaku arimasen.

Suggestions for questions: nagai, mijikai, en'pitsu, kureyon, pen, monosashi, sukaato, zubon, etc.

6.3.7 Response Drill

Let pupils ask the question and choose the answer:

(Model)
Pupil 1: Kono kutsu wa kuroi desu ka?
Pupil 2: Hai, kuroi desu.
or
Iie, kuroku arimasen.

Suggestions for questions: kuroi, shiroi, aoi, akai, kutsu, booru, taoru, yoo-fuku, tori, hana, en'pitsu, sukaato, zubon, etc.

6.3.8 Response Drill

Ask questions by using realia or visuals:

(Model)
Teacher: Dotchi ga ookii desu ka?
Cue: (two pairs of shoes in different sizes)
Pupil 1: Kono kutsu ga ookii desu.

Suggestions for questions: ookii, chiisai, nagai, mijikai, kutsu, taoru, booru, hon, en'pitsu, kureyon, pen, monosashi, yoofuku, taiko, sukaato, zubon, etc.

6.3.9 Response Drill

Let pupils ask the question by using realia or visuals:

(Model)
Pupil 1: Dotchi ga oishii desu ka?
(kyuuri and nin'jin)
Pupil 2: Nin'jin ga oishii desu.
or
Kyuuri ga oishii desu.

Suggestions for questions: Use the cues in 6.3.2.

6.3.10 Transformation Drill

Let pupils change an affirmative statement into a negative statement:

(Model)
Teacher: Kono sukaato wa mijikai desu.
Class: Sono sukaato wa mijikaku arimasen.
Teacher: Kore wa sukaato desu.
Class: Sore wa sukaato ja arimasen.

Suggestions for adjectives and nouns: yoofuku, zubon, nagai, mijikai, ookii, chiisai, byooin, kyookai, shoogakkoo, etc.

6.3.11 Dialogue Memorization Drill

6.3.12 Role Playing

6.4 NEW VOCABULARY

None

6.5 SUGGESTED ACTIVITIES

6.5.1 Exercises

Read the first three lines of the dialogue. Ask pupils if the following sentences are true or not.

1. Kono sakana wa oishiku arimasen.
2. Kono sakana wa oishii desu.
3. Kyoo tabemasen.
4. Ashita tabemasu.
5. Kyoo tabemasu.
6. Kinoo tabemashita.

Read the last three lines of the dialogue. Ask pupils if the following sentences are true or not.

1. Kono tomato wa oishii desu.
2. Kono tomato wa oishiku arimasen.
3. Kono tomato wa akai desu.
4. Kono tomato wa akaku arimasen.

6.5.2 Game: Catch and Say

This game reinforces the negative statements. The teacher starts the game by tossing a ball to Pupil A.

Teacher: Monosashi wa nagai desu.
Pupil A: Monosashi wa nagaku arimasen.
Sore wa okashi desu.
Pupil B: Kore wa okashi ja arimasen.
Merii san no me wa aoi desu.
Pupil C: Merii san no me wa aoku arimasen.
Man'ga wa omoshiroi desu.

Etc.

If the class size is too big, let a small group play the game. The rest of the students can act as timekeepers or judges. If the response is not made within 10 seconds, the pupil is eliminated from the game. The affirmative sentence is then directed at another pupil, using the same sentence used previously or a different one.

6.6 NOTES

6.6.1 Structure

None

6.6.2 Usage

The object, sakana, is omitted from the sentence 'Kyoo tabemashoo ne.' The object is omitted when it is understood by both the speaker and listener. This is similar to the practice of omitting the subject in a sentence. 'Kyoo tabemashoo ne' means 'Let's eat (it) today, shall we?'

6.6.3 Culture

The Japanese people are known to be the greatest fish eaters in the world. Fish is the most important food in their diet, along with rice. Japan depends heavily on the sea as an important source of food supply. The warm and cold ocean currents running along the islands provide many different varieties of fish and seafood. Seaweeds which grow abundantly in the sea surrounding Japan have been used as food from ancient days.

6.6.4 Pronunciation

None

UNIT 3 LESSON 7

7.1 OBJECTIVES

Numerals: ichi, ni, san, yon, go, roku, shichi, hachi, ku, juu, juuichi, juuni

Use of counter: -JI

Useful expressions: HAYAKU OKINASAI.
WAA, URESHII!

New vocabulary: -han, ima, okimasu, nan'ji

7.2 DIALOGUE

(On a Sunday morning)

Okaasan: Minoru san, hayaku okinasai.

Minoru: Okaasan, ima nan'ji desu ka?

Okaasan: Hachiji desu yo.

Kyoo wa pikunikku e ikimasu yo.

Minoru: Waa, ureshii!

Jaa, okimasu yo.

7.3 PRACTICE

7.3.1 Repetition Drill

Let pupils repeat the numerals:

ichi
ni
san
yon
go
roku
shichi
hachi

ku
juu
juuichi
juuni

Let pupils repeat the following sentences:

ichiji desu
niji desu
san'ji desu
yoji desu
goji desu
rokuji desu
shichiji desu
hachiji desu
kuji desu
juuji desu
juuichiji desu
juuniji desu

ichiji-han desu
niji-han desu
san'ji-han desu
yoji-han desu
goji-han desu
rokuji-han desu
shichiji-han desu
hachiji-han desu
kuji-han desu
juuji-han desu
juuichiji-han desu
juuniji-han desu

ima nan'ji desu ka?
ichiji desu
ima nan'ji desu ka?
niji-han desu
ima nan'ji desu ka?
san'ji desu
ima nan'ji desu ka?
yoji-han desu

hayaku okinasai
okimasu
hai, okimasu
hayaku okinasai
ima okimasu

kyoo wa pikunikku e ikimasu yo
waa, ureshii
kyoo wa umi e ikimasu yo
waa, ureshii

7.3.2 Response Drill

(Model)
Teacher: Ima nan'ji desu ka?
Cue: (rokuji)
Class: Rokuji desu.

Cues: ichiji - juuniji and ichiji-han - juuniji-han

7.3.3 Response Drill

Let the first pupil choose the cue:

(Model)
Pupil 1: Ima nan'ji desu ka?
Cue: (san'ji-han)
Pupil 2: San'ji-han desu.

Cues: Same as in 7.3.2

7.3.4 Substitution Drill

(Model)
Teacher: Kyoo wa pikunikku e ikimasu yo.
Cue: (kooen)
Class: Kyoo wa kooen e ikimasu yo.

Cues: pikunikku, kooen, kyookai, depaato, maaketto, doobutsuen, umi, yama, hakubutsukan, toshokan, byooin, etc.

7.3.5 Substitution Drill

(Model)
Teacher: Kyoo wa kooen e ikimasu yo.
Cue: (ashita)
Group 1: Ashita wa kooen e ikimasu yo.
Teacher: Kyoo wa yama e ikimasu yo.
Cue: (asatte)
Group 2: Asatte wa yama e ikimasu yo.

Cues: ashita, asatte, kyoo
Suggestions for nouns: Same as in 7.3.4.

7.3.6 Transformation Drill

Let pupils change the sentences into the past tense form:

(Model)
Teacher: Kyoo wa kami o araimasu yo.
Class: Kinoo wa kami o araimashita yo.

Suggestions for sentences: kami o araimasu,
yakyuu o shimasu,
terebi o mimasu,
hon o yomimasu,
depaato e ikimasu, etc.

7.3.7 Substitution-Correlation Drill

Let pupils choose the activity:

(Model)
Cue: (kyoo wa)
Pupil 1: Kyoo wa gakkoo e ikimasu.
Cue: (kinoo wa)
Pupil 2: Kinoo wa terebi o mimashita.

7.3.8 Transformation Drill

Let one group say the affirmative sentence and the other group say the negative sentence:

Cue: (hachiji-han)
Group 1: Hachiji-han desu.
Group 2: Hachiji-han ja arimasen.

Cues: Same as in 7.3.2.

7.3.9 Chain Drill

Let pupils choose the noun:

Pupil 1: Kyoo wa maaketto e ikimasu yo.
Pupil 2: Waa, ureshii! Jaa, okimasu yo.
Kyoo wa kyookai e ikimasu yo.
Pupil 3: Waa, ureshii! Jaa, okimasu yo.
Kyoo wa yama e ikimasu yo.

Etc.

7.3.10 Chain Drill

Mary: Jon san, hayaku okinasai.
John: Hai, okimasu yo.
Karen san, hayaku okinasai.
Karen: Hai, okimasu yo.
Jooji san, hayaku okinasai.

Etc.

7.3.11 Dialogue Memorization Drill

7.3.12 Role Playing

7.4 NEW VOCABULARY

go ..... five
hachi ..... eight
-han ..... half past (See notes)
hayaku okinasai ..... Get up, quickly!
ichi ..... one
ima ..... now
ji ..... o'clock (See notes)
juu ..... ten
juuichi ..... eleven
juuni ..... twelve
ku ..... nine
nan'ji ..... what time
okimasu ..... -MASU form of okiru;
(I) will get up
ni ..... two
roku ..... six
san ..... three
shichi ..... seven
waa, ureshii ..... Hurray! (See notes)
yon ..... four

7.5 SUGGESTED ACTIVITIES

7.5.1 Exercises

Read the first three sentences of the dialogue. Ask pupils if the following statements are true or not.

1. Mother tries to get Minoru up at 9 o'clock.
2. Father tries to get Minoru up at 8:30.
3. Mother tries to get Minoru up at 8 o'clock.

Read the last three sentences of the dialogue. Ask pupils if the following statements are true or not.

1. The family is going to the beach today.
2. The family is going to the park today.
3. The family is going on a picnic today.
4. Minoru is very happy about going on a picnic.
5. Minoru wants to sleep a little longer.

7.5.2 Game: Telling Time

Let pupils say the time that precedes the one given orally by the teacher or a pupil.

Examples

Cue: (one hour before)

Teacher: Yoji desu.
Pupil 1: San'ji desu.

Pupil 4: Niji-han desu.
Pupil 5: Ichiji-han desu.

Cue: (half an hour before)

Teacher: Kuji desu.
Pupil 6: Hachiji-han desu.

Pupil 2: Juuji-han desu.
Pupil 9: Juuji desu.

Let pupils say the time that follows the one given orally by the teacher or a pupil.

Examples

Cue: (one hour later)

Teacher: Rokuji desu.
Class: Shichiji desu.

Pupil 2: Goji-han desu.
Pupil 4: Rokuji-han desu.

Cue: (half an hour later)

Teacher: Niji desu.
Class: Niji-han desu.

Pupil 6: Shichiji-han desu.
Pupil 1: Hachiji desu.

7.6 NOTES

7.6.1 Structure

None

7.6.2 Usage

Counting from one to ten, hitotsu, futatsu, etc., was introduced in Unit 2, Volume I. Hitotsu, futatsu, etc. are called 'native numbers' and are usually used without a counter. Ichi, ni, san, etc. are called 'numerals.' The numerals introduced in this lesson are ichi, ni, san, yon, go, roku, shichi, hachi, ku, juu, juuichi, and juuni. Shi (four) and kyuu (nine) are not introduced as these numerals are not used with the counter -ji. Nana (seven) is not included in this lesson in order to avoid teaching two forms at one time. Both shichiji and nanaji refer to seven o'clock.

Numerals are generally used with a counter and form a number.

numeral + counter = number
ichi + ji = ichiji

The counter -ji is used to tell the time by the hour. In telling time, the Japanese do not say yon'ji but refer to four o'clock as yoji. The n is dropped from the numeral yon.

When nani is used with a counter, the i is dropped.

Examples

nan'ji	what time
nan'nin	how many people

Ichiji-han desu. -han used in this sentence means half of an hour. The sentence literally means one o'clock plus half an hour, or 'It is half past one.'

Hayaku okinasai is treated as a useful expression as the -NASAI form will be introduced later. When it is used to wake someone up, it means 'Get up, quickly!' or 'Hurry and get up!' However, 'Ashita wa hayaku okinasai,' is a reminder that you are to get up early the next morning.

The relational wa following time words such as kyoo, kinoo, ashita, etc. is used to emphasize the time word. In the following example, the use of wa emphasizes kyoo and not any other day.

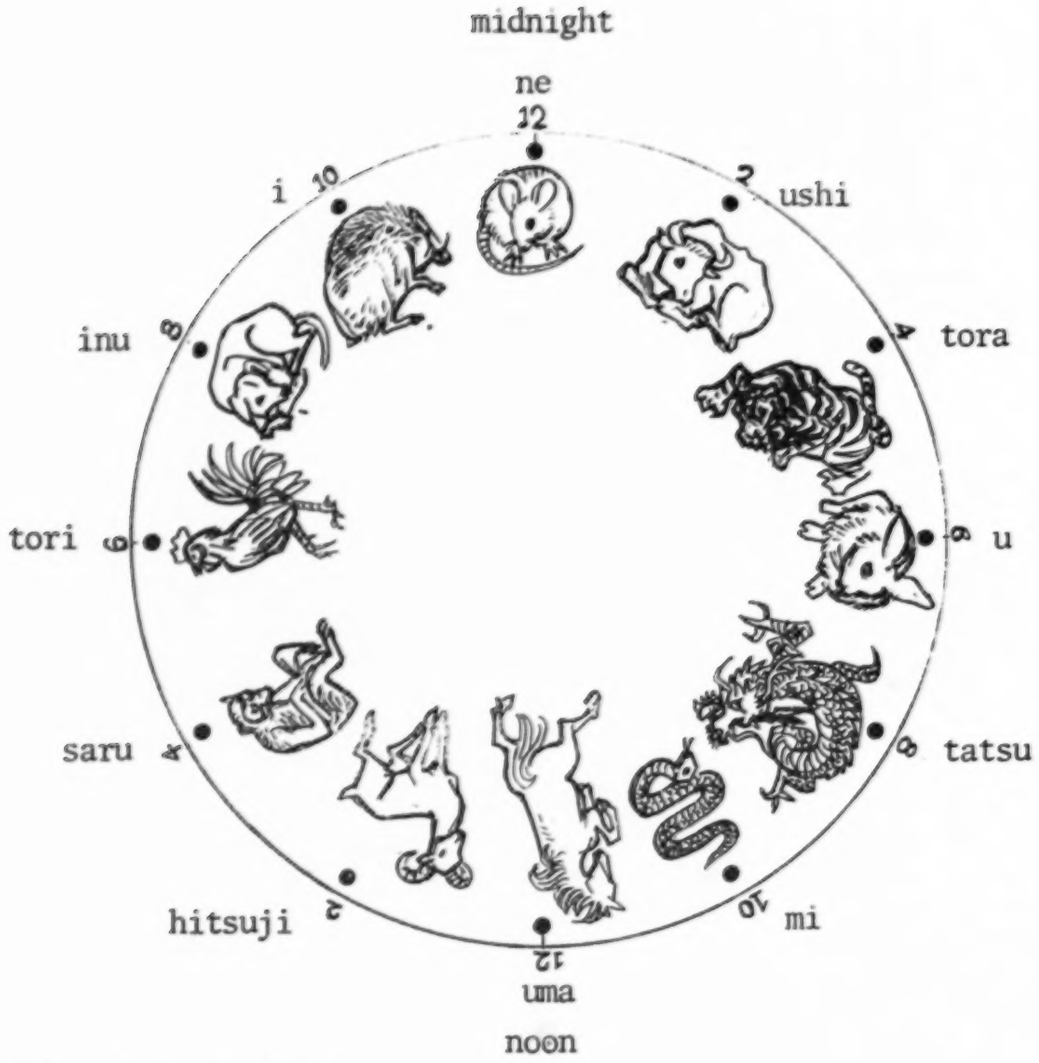
Kyoo kooen e ikimasu. (I'm going to the park today.)
Kyoo wa kooen e ikimasu. (Today I'm going to the park.)

Waa, ureshii! Waa is a colloquial expression used when one is excited. It can be used upon hearing a happy news or when surprised. Waa, ureshii! literally means 'Wow, I'm happy!' In this lesson, it means 'Hurray!'

7.6.3 Culture

Hitotsu, futatsu, mittsu, etc. were the numbers originally used in the Japanese counting system. Counting by ichi, ni, san, etc. is believed to be of Chinese origin. Although the original Japanese counting system extend beyond too, others are rarely used by the Japanese today. Hatsuka, the twentieth day of the month, is derived from the original counting system. Another example is yaoya, vegetable and fruit store, which is written as 八百屋 in Japanese characters. It literally means 'a store that sells 800 things.'

Long ago, the Japanese divided the time into twelve units. Temple bells were widely used to announce the time every two hours. Instead of using numbers, the two-hour interval was named after an animal. Two o'clock in the morning was called ushi no koku or the 'hour of the bull.' Water clocks were used by the Japanese to measure time in the early days. These came to Japan from China.



7.6.4 Pronunciation

The u sound after k is slightly shortened:

kuji

rokuji

hayaku

UNIT 3 LESSON 8

8.1 OBJECTIVES

Use of NI with time.

Useful expression: ONAKA GA SUKIMASHITA.

New vocabulary: asagohan, ban'gohan, oben'too, ano, mada, kaerimashita, okimashita, nemashita, nemasu

8.2 DIALOGUE

(Going on a picnic)

Minoru: Aa, onaka ga sukimashita.

Okaasan: Mada juuichiji desu yo.

Minoru: Nan'ji ni oben'too o tabemasu ka?

Okaasan: Soo desu nee.

Juuniji ni tabemashoo ne.

Minoru: Doko de tabemasu ka?

Okaasan: Ano kooen de tabemashoo ne.

8.3 PRACTICE

8.3.1 Repetition Drill

Let pupils repeat the following sentences:

rokuji ni okimasu
shichiji ni okimasu
hachiji ni nemasu
kuji ni nemasu

shichiji ni okimashita
hachiji ni okimashita
kuji ni nemashita
juuji ni nemashita

gakkoo e ikimasu
shichiji ni gakkoo e ikimasu
gakkoo e ikimasu
hachiji ni gakkoo e ikimasu
uchi e kaerimasu
san'ji ni uchi e kaerimasu
uchi e kaerimasu
yoji ni uchi e kaerimasu

gakkoo e ikimashita
shichiji ni gakkoo e ikimashita
gakkoo e ikimashita
hachiji ni gakkoo e ikimashita
uchi e kaerimashita
san'ji ni uchi e kaerimashita
uchi e kaerimashita
yoji ni uchi e kaerimashita

oben'too o tabemasu
juuniji ni oben'too o tabemasu
asagohan o tabemasu
shichiji ni asagohan o tabemasu
ban'gohan o tabemasu
goji ni ban'gohan o tabemasu

oben'too o tabemashita
juuniji ni oben'too o tabemashita
asagohan o tabemashita
shichiji ni asagohan o tabemashita
ban'gohan o tabemashita
goji ni ban'gohan o tabemashita

mada ichiji desu
mada niji desu yo
mada juuichiji desu
mada juuji desu yo

ano kooen de tabemashoo
ano maaketto de kaimashoo
ano kyookai wa ookii desu
ano yoofuku wa kirei desu

8.3.2 Response Drill

(Model)
Teacher: Nan'ji ni okimasu ka?
Cue: (hachiji)
Class: Hachiji ni okimasu.

Suggestions for questions: okimasu, nemasu,
gakkoo e ikimasu,
asagohan o tabemasu,
oben'too o tabemasu,
ban'gohan o tabemasu,
uchi e kaerimasu, etc.

Cues: Choose a proper time for each activity.

8.3.3 Response Drill

(Model)
Teacher: Nan'ji ni okimashita ka?
Cue: (shichiji)
Class: Shichiji ni okimashita.

Suggestions for questions: okimashita, nemashita,
gakkoo e ikimashita,
asagohan o tabemashita,
oben'too o tabemashita,
ban'gohan o tabemashita,
uchi e kaerimashita, etc.

Cues: Choose a proper time for each activity.

8.3.4 Response Drill

Let pupils choose the time:

(Model)
Teacher: Kyoo wa nan'ji ni nemasu ka?
Pupil 1: Kyoo wa kuji ni nemasu.

Suggestions for questions: Same as in 8.3.2.

8.3.5 Response Drill

Let pupils choose the time:

(Model)
Teacher: Kinoo wa nan'ji ni nemashita ka?
Pupil 1: Kinoo wa kuji ni nemashita.

Suggestions for questions: Same as in 8.3.3.
Use kyoo wa whenever appropriate.

8.3.6 Substitution Drill

(Model)
Teacher: Nan'ji ni asagohan o tabemasu ka?
Cue: (oben'too)
Class: Nan'ji ni oben'too o tabemasu ka?

Cues: asagohan, oben'too, ban'gohan, okashi, etc.

8.3.7 Response Drill

Let pupils choose the activity:

(Model)
Pupil 1: Nan'ji ni kooen e ikimashita ka?
Pupil 2: San'ji ni kooen e ikimashita.

8.3.8 Response Drill

Let pupils choose the activity:

(Model)
Pupil 1: Nan'ji ni toshokan e ikimasu ka?
Pupil 2: Ichiji ni toshokan e ikimasu.

8.3.9 Chain Drill

Pupil 1: Onaka ga sukimashita.
Pupil 2: Oben'too o tabemashoo.
Onaka ga sukimashita.
Pupil 3: Ban'gohan o tabemashoo.
Onaka ga sukimashita.

Etc.

8.3.10 Chain Drill

Let pupils choose the time:

Pupil 1: Asagohan o tabemashoo.
Pupil 2: Mada goji desu yo.
Oben'too o tabemashoo.
Pupil 3: Mada juuji desu yo.
Ban'gohan o tabemashoo.

Etc.

8.3.11 Response Drill

(Model)
Teacher: Doko de asobimashoo ka?
Cue: (ano kooen)
Class: Ano kooen de asobimashoo.

Suggestions for questions: tabemashoo,
yakyuu o shimashoo,
hon o yomimashoo,
kaimashoo, etc.

Cues: ano kyookai, depaato, toshokan, okashiya, kutsuya, gakkoo, kooen, etc.

8.3.12 Response Drill

(Model)
Teacher: Ano kyookai wa?
Cue: (ookii)
Class: Ano kyookai wa ookii desu.

Suggestions for questions: shoogakkoo, toshokan,
byooin, kyooshitsu,
depaato, kooen, etc.

Cues: ookii, chiisai, kuroi, shiroi, etc.

8.3.13 Substitution Drill

(Model)
Teacher: Ano kooen e ikimashoo.
Cue: (toshokan)
Pupil 1: Ano toshokan e ikimashoo.

Cues: depaato, hakubutsukan, kyookai, shoogakkoo, kyooshitsu, uchi, hon'ya, sakanaya, etc.

8.3.14 Dialogue Memorization Drill

8.3.15 Role Playing

8.4 NEW VOCABULARY

ano ..... that (one) over there
asagohan ..... breakfast
ban'gohan ..... dinner
kaerimashita ..... -MASHITA form of kaeru; (I) returned (home)
mada ..... still
oben'too ..... lunch
okimashita ..... -MASHITA form of okiru; (I) got up
onaka ga sukimashita ..... I'm hungry.
nemashita ..... -MASHITA form of neru; (I) slept
nemasu ..... -MASU form of neru; (I) will sleep, (I) sleep
ni ..... (See notes)

8.5 SUGGESTED ACTIVITIES

8.5.1 Exercises

Read the entire dialogue. Ask the following questions and let pupils answer in Japanese.

1. Who is hungry?
2. What time is it now?
3. What time are they going to eat lunch?
4. Where are they going to eat?
5. Are they in the park now?

8.5.2 Game: Odd and Even Numbers

This game reinforces the counting numbers learned thus far. The entire class can participate or a small group can play the game while the others act as time-keepers or judges. The first pupil tossing the ball says a number, e.g., 'mittsu.' The pupil catching the ball must give any odd number that does not precede or follow 'mittsu.'

Examples

Pupil 1: san
Pupil 2: kokonotsu
futatsu
Pupil 3: hachi
yottsu Etc.

8.6 NOTES

8.6.1 Structure

Juuniji	NI	oben'too	o	tabemasu.

The relational ni has many different functions according to usage. When it is used with time, it indicates the time of an activity. Time + ni modify a verb. The object of the verb can be omitted if it is understood.

Hachiji ni asagohan o tabemasu.
Hachiji ni tabemasu.

Getsuyoobi ni hon o kaimasu.
Getsuyoobi ni kaimasu.

8.6.2 Usage

Onaka ga sukimashita is treated as a useful expression in this lesson. The use of ga with a verb will be introduced later. The question 'Onaka ga sukimashita ka?' can be taught to elicit an affirmative response.

The adverb mada is used only with time. It appears before the time. Other uses of mada will be introduced later.

Ano always precedes and modifies a noun. Ano + noun refer to something that is far from both the speaker and listener.

Two functions of -MASU form were explained in 4.6.1, Volume III. The -MASU form used thus far involved future action. This is a good lesson to introduce the other function of the -MASU form involving habitual action.

Nan'ji ni oben'too o tabemasu ka?
What time do you eat lunch? (habitual action)

Nan'ji ni oben'too o tabemasu ka?
What time are you going to eat lunch? (future action)

As the same sentence serves both functions, it should be explained to the pupils that the situation determines the function. The practice for the different functions should be done separately. Drills which serve both functions are in sections 8.3.2, 8.3.6 and 8.3.8. Drills in section 8.3.4 serve the future function.

8.6.3 Culture

Meals, usually for lunch, prepared and packed at home but eaten at schools, offices, or picnics are called oben'too. All kinds of foods are packed for oben'too. The Japanese refer to lunches eaten at home or at restaurants as ohirugohan.

Today many Japanese families include Western dishes in their daily meals. The traditional Japanese breakfast of tea, miso soup, rice, pickled vegetables and fish has been replaced by bread, coffee, fruits, eggs and milk.

8.6.4 Pronunciation

None

UNIT 3 LESSON 9

9.1 OBJECTIVES

Review: Lesson 7 and 8

9.2 DIALOGUE

(Minoru's diary)

Minoru: Kyoo wa hachiji ni okimashita.

Asagohan o tabemashita.

Sorekara pikunikku e ikimashita.

Kooen de oben'too o tabemashita.

Sorekara umi de oyogimashita.

San'ji ni uchi e kaerimashita.

Sorekara terebi o mimashita.

9.3 PRACTICE

9.3.1 Repetition Drill

Let pupils repeat the following sentences:

nan'ji ni okimashita ka?
hachiji ni okimashita
nan'ji ni okimashita ka?
shichiji ni okimashita

doko e ikimashita ka?
kooen e ikimashita
doko e ikimashita ka?
pikunikku e ikimashita

doko de oyogimashita ka?
umi de oyogimashita
doko de oben'too o tabemashita ka?
kooen de oben'too o tabemashita

sorekara nani o shimashita ka?
sorekara uchi e kaerimashita
sorekara nani o shimashita ka?
sorekara terebi o mimashita

9.3.2 Response Drill

(Model)
Teacher: Nan'ji ni kooen e ikimashita ka?
Cue: (san'ji-han)
Class: San'ji-han ni kooen e ikimashita.

Suggestions for questions: okimashita, ikimashita, tabemashita, nemashita, kaerimashita, yomimashita, shimashita, mimashita, oyogimashita, asobimashita with proper nouns.

Cues: Choose a proper time for each activity.

9.3.3 Response Drill

Let pupils choose the time:

(Model)
Teacher: Nan'ji ni terebi o mimashita ka?
Pupil 1: Rokuji ni terebi o mimashita.

Suggestions for questions: Same as in 9.3.2.

9.3.4 Response Drill

Let pupils choose the activity and time:

(Model)
Pupil 1: Nan'ji ni yakyuu o shimashita ka?
Pupil 2: Ichiji ni yakyuu o shimashita.

9.3.5 Response Drill

Let pupils choose the activity:

(Model)
Pupil 1: Kyoo wa pikunikku e ikimashita.
Class: Sorekara nani o shimashita ka?
Pupil 1: Sorekara umi de oyogimashita.

9.3.6 Response Drill

(Model)
Teacher: Doko de oben'too o tabemashita ka?
Cue: (kooen)
Class: Kooen de oben'too o tabemashita.

Suggestions for questions: tabemashita, yomimashita, shimashita, mimashita, oyogimashita, asobimashita, kakimashita, karimashita with proper nouns.

Cues: kooen, gakkoo, umi, uchi, toshokan, niwa, maaketto, kyooshitsu, etc.

9.3.7 Response Drill

Let the first pupil state the question using doko de and let the second pupil choose the place of activity:

(Model)
Pupil 1: Doko de man'ga o yomimashita ka?
Pupil 2: Uchi de man'ga o yomimashita.

9.3.8 Response Drill

Let pupils choose the answer:

(Model 1)
Teacher: Kinoo wa nani o shimashita ka?
Pupil 1: Maaketto e ikimashita.
Teacher: Nan'ji ni maaketto e ikimashita ka?
Pupil 1: Yoji ni maaketto e ikimashita.

(Model 2)
Teacher: Kinoo wa nani o shimashita ka?
Pupil 2: Hon o yomimashita.
Teacher: Doko de hon o yomimashita ka?
Pupil 2: Toshokan de hon o yomimashita.
Teacher: Nan'ji ni toshokan e ikimashita ka?
Pupil 2: Juuji ni toshokan e ikimashita.

9.3.9 Response Drill

Let pupils choose the activity:

Pupil 1: Kyoo wa toshokan e ikimashita.
Class: Sorekara nani o shimashita ka?
Pupil 2: Hon o karimashita.
Class: Sorekara nani o shimashita ka?
Pupil 3: Uchi e kaerimashita.

9.3.11 Dialogue Memorization Drill

9.3.12 Role Playing

9.4 NEW VOCABULARY

None

9.5 SUGGESTED ACTIVITIES

9.5.1 Exercises

Let pupils complete the sentence by using an appropriate verb. Elicit individual responses.

1. Oben'too o _____.
2. Byooin e _____.
3. Toshokan de _____.
4. Yubi o _____.
5. Hikooki o _____.
6. Kooen de _____.
7. Miruku o _____.
8. Otogibanashi no hon o _____.
9. Onaka ga _____.
10. Pikunikku o _____.
11. Waikiki de _____.
12. Kame ga _____.

9.6 NOTES

9.6.1 Structure

None

9.6.2 Usage

None

9.6.3 Culture

Writing diaries is a popular activity among Japanese children. They are encouraged to keep diaries in order to establish a habit of writing and to improve their writing skills. Proper written expression and the use of kan'ji characters are emphasized. During the summer vacation, children write diaries as a homework assignment. Teachers are not too concerned with the content of the diaries but are primarily interested in the language usage and the correct formation of the kan'ji characters.

Pupils in kindergarten keep a pictorial diary or enikki. First graders combine pictures and hiragana to depict their experiences. These illustrations are frequently exhibited at P.T.A. open houses.

9.6.4 Pronunciation

None

UNIT 4 LESSON 10

10.1 OBJECTIVES

Use of ARIMASU and ARIMASEN.

Use of NI with place nouns.

Useful expression: ARIMASHITA!

New vocabulary: isu, shita, soba, teeburu, tsukue, ue, arimasen, arimasu

10.2 DIALOGUE

(Getting ready for school)

Minoru: Okaasan, doko ni oben'too ga arimasu ka?

Okaasan: Teeburu no ue ni arimasu yo.

Minoru: Okaasan, boku no kutsu ga arimasen!

Okaasan: Isu no shita ni arimasu yo!

Minoru: A! Arimashita!

10.3 PRACTICE

10.3.1 Repetition Drill

Let pupils repeat the following sentences and phrases:

oben'too ga arimasu
teeburu no ue ni
teeburu no ue ni oben'too ga arimasu
okashi ga arimasu
teeburu no ue ni
teeburu no ue ni okashi ga arimasu
kutsu ga arimasu
isu no shita ni
isu no shita ni kutsu ga arimasu
booru ga arimasu
isu no shita ni
isu no shita ni booru ga arimasu

hon ga arimasu
tsukue no ue ni
tsukue no ue ni hon ga arimasu
en'pitsu ga arimasu
tsukue no ue ni
tsukue no ue ni en'pitsu ga arimasu
isu ga arimasu
tsukue no soba ni
tsukue no soba ni isu ga arimasu
en'pitsu ga arimasu
hon no soba ni
hon no soba ni en'pitsu ga arimasu

doko ni arimasu ka?
tsukue no ue ni arimasu
doko ni arimasu ka?
isu no shita ni arimasu
doko ni arimasu ka?
teeburu no soba ni arimasu

10.3.2 Response Drill

Use realia or visuals and ask pupils to describe the location:

(Model)
Teacher: Doko ni hon ga arimasu ka?
Cue: (tsukue no ue)
Class: Tsukue no ue ni hon ga arimasu.

Cues: tsukue no ue, shita, soba; isu no ue, shita, soba; hon no ue, shita, soba, etc.

10.3.3 Substitution Drill

Use realia and visual cues:

(Model 1)
Teacher: Tsukue no ue ni en'pitsu ga arimasu.
Cue: (shita)
Class: Tsukue no shita ni en'pitsu ga arimasu.

(Model 2)
Teacher: Isu no shita ni en'pitsu ga arimasu.
Cue: (hon)
Class: Isu no shita ni hon ga arimasu.

Cues: In addition to the cues in 10.3.2, use kutsu, booru, kureyon, hasami, monosashi, etc.

10.3.4 Response Drill

Let pupils ask the question, choosing the noun and location:

(Model)
Pupil 1: Doko ni hon ga arimasu ka?
Cue: (Pupil 1 places a book on the desk)
Class: Tsukue no ue ni hon ga arimasu.

10.3.5 Response Drill

Let pupils choose the noun and location:

(Model)
Pupil 1: Doko ni pen ga arimasu ka?
Pupil 2: Teeburu no ue ni pen ga arimasu.

10.3.6 Substitution Drill

(Model)
Cue: (hon)
Teacher: Watashi no hon ga arimasen.

Cue: (kutsu)
Boys: Boku no kutsu ga arimasen.

Cue: (yoofuku)
Girls: Watashi no yoofuku ga arimasen.

Cues: yoofuku, kutsu, oben'too, hon, en'pitsu, taoru, zubon, sukaato, etc.

10.3.7 Substitution Drill

Let pupils state the negative sentence:

(Model)
Teacher: Isu no ue ni kutsu ga arimasu.
Cue: (Remove the shoes from the chair)
Class: Isu no ue ni kutsu ga arimasen.

Cues: Use the nouns in 10.3.3.

10.3.8 Dialogue Memorization Drill

10.3.9 Role Playing

10.4 NEW VOCABULARY

arimasen ..... negative form of arimasu; (there) is not
arimashita ..... I found it!
arimasu ..... -MASU form of aru; (there) is
isu ..... chair
ni ..... (See notes)
shita ..... under
soba ..... beside; by
teeburu ..... table
tsukue ..... desk
ue ..... on

10.5 SUGGESTED ACTIVITIES

10.5.1 Exercises

After listening to the set of words ask pupils which two are alike.

	(1)	(2)	(3)
1.	shita	shitta	shita
2.	sukue	tsukue	tsukue
3.	isu	isu	itsu
4.	ue	yue	ue
5.	sooba	soba	soba
6.	oben'too	oben'too	oben'to
7.	on'naka	onaka	onaka
8.	mada	mara	mada
9.	ichi	ichi	hichi
10.	hashi	hachi	hachi

10.5.2 Game: Categories

This game helps pupils to categorize nouns by their descriptions. The class can be divided into groups to stimulate competition. A point is scored by the group that gives the correct response first. The teacher rotates the cues and must be flexible in accepting the correct answers.

Examples

Teacher: Oishii desu.
Group 2: han'baagu

Teacher: Mijikaku arimasen.
Group 3: Jooji san no kami

Teacher: Chiisai desu.
Group 1: me

Teacher: Omoshiroku arimasen.
Group 3: gakkoo

10.6 NOTES

10.6.1 Structure

Teeburu no ue	NI	oben'too	ga	ARIMASU. / ARIMASEN.

Ni is used with a place noun to indicate the location of an item. Place noun + ni always precede the verb aru.

10.6.2 Usage

Ga used in '... ga arimasu' can be substituted with wa. The selection of the relational depends on what is being emphasized in the sentence. Note the different emphasis in the following sentences.

Doko ni hon ga arimasu ka?
Tsukue no ue ni hon ga arimasu.

Hon wa doko ni arimasu ka?
Hon wa tsukue no ue ni arimasu.

In order to avoid possible confusion only ga is used with aru in this unit. Noun + ga can be omitted when the noun is understood by the speaker and listener.

Examples

Hon ga arimasu ka?
Hai, hon ga arimasu.
Hai, arimasu.

Soko ni hon ga arimasu ka?
Hai, koko ni hon ga arimasu.
Hai, koko ni arimasu.

Arimashita is the past tense of arimasu and means 'there was' or 'there were.' However, in this context the word means 'I found it (them).' It is treated as a useful expression.

10.6.3 Culture

Shoes are never worn in a Japanese house, whether it is a Western type or Japanese type home. The Japanese remove their shoes, etc. at the gen'kan or vestibule. This practice is also followed in modern apartments. One enters the apartment door wearing shoes but he removes them when he is inside the apartment.

School children remove their street shoes immediately inside the entrance of the school building. They leave them on the shoe shelf and wear shoes with soft soles or slippers to class. This helps to keep the school floors clean.

Although chairs were introduced by the Dutch and Portuguese as early as mid-nineteenth century, the Japanese did not include them in their household furnishing. As the floor of a Japanese style home

is covered with tatami, the people needed very little furniture. Chairs were unnecessary as they sat on the floor to eat, read, write or to entertain. Chairs became popular during the Meiji era when compulsory elementary school education was enacted throughout the nation. Schools were built and furnished with chairs and desks to accomodate the children.

10.6.4 Pronunciation

Emphasis suggested:

tsukue

The following vowel sounds tend to be shortened:

tsukue

shita

arimashita

arimasu

UNIT 4 LESSON 11

11.1 OBJECTIVES

Use of TO between nouns.

New vocabulary: fukuro, hako, hari, ikutsu, ito, koko, naka, soko

11.2 DIALOGUE

(Haruko and her mother are sewing)

Okaasan: Haruko san, soko ni ito ga arimasu ka?

Haruko: Hai. Akai ito to shiroi ito ga arimasu.

Okaasan: Hasami mo arimasu ka?

Haruko: Hai, arimasu.

Okaasan: Ikutsu arimasu ka?

Haruko: Futatsu arimasu.

11.3 PRACTICE

11.3.1 Repetition Drill

Let pupils repeat the following sentences:

ito ga arimasu
koko ni ito ga arimasu
soko ni ito ga arimasu
hari ga arimasu
koko ni hari ga arimasu
soko ni hari ga arimasu
hasami ga arimasu
koko ni hasami ga arimasu
soko ni hasami ga arimasu
hako ga arimasu
koko ni hako ga arimasu
soko ni hako ga arimasu
fukuro ga arimasu
koko ni fukuro ga arimasu
soko ni fukuro ga arimasu

hari to ito ga arimasu
soko ni hari to ito ga arimasu
koko ni hari to ito ga arimasu
hasami to ito ga arimasu
soko ni hasami to ito ga arimasu
koko ni hasami to ito ga arimasu
akai ito to shiroi ito ga arimasu
soko ni akai ito to shiroi ito ga arimasu
koko ni akai ito to shiroi ito ga arimasu
fukuro to hako ga arimasu
soko ni fukuro to hako ga arimasu
koko ni fukuro to hako ga arimasu

hako no naka ni ito ga arimasu
hako no naka ni ito ga arimasu ka?
fukuro no naka ni hasami ga arimasu
fukuro no naka ni hasami ga arimasu ka?
hako no naka ni hari ga arimasen
fukuro no naka ni ito ga arimasen

11.3.2 Response Drill

Use realia or visuals and ask pupils to describe the location:

(Model)
Teacher: Doko ni ito ga arimasu ka?
Cue: (hako no naka)
Class: Hako no naka ni ito ga arimasu.

Suggestions for questions: ito, hari, hasami, monosashi, kami, etc.

Cues: hako no naka, fukuro no naka, tsukue no ue, isu no ue, etc.

11.3.3 Response Drill

Let Pupil 1 choose the noun and location:

(Model)
Pupil 1: Doko ni hasami ga arimasu ka?
Cue: (Pupil 1 places the hasami in a box)
Class: Hako no naka ni hasami ga arimasu.

11.3.4 Response Drill

If the answers are too long, omit the phrase in parenthesis.

(Model)
Teacher: Doko ni hon to en'pitsu ga arimasu ka?
Cue: (tsukue no ue)
Class: Tsukue no ue ni (hon to en'pitsu ga) arimasu.

Suggestions for questions: Add en'pitsu, hon, nooto, kureyon, pen, etc. to 11.3.2.

Cues: Same as in 11.3.2.

11.3.5 Response Drill

(Model)
Teacher: Kore wa nan desu ka?
Cue: (hasami to ito)
Class: Sore wa hasami to ito desu.

Cues: fukuro, hako, ito, hari, hasami, monosashi, en'pitsu, pen, nooto, hon, kami, etc.

11.3.6 Response Drill

(Model)
Pupil 1: Kore wa nan desu ka?
Cue: (kami to en'pitsu)
Pupil 2: Sore wa kami to en'pitsu desu.

Cues: Same as in 11.3.5.

11.3.7 Substitution Drill

(Model)
Cue: (hari)
Group 1: Koko ni hari ga arimasu.
Group 2: Soko ni hari ga arimasu.

Cues: Same as in 11.3.5.

11.3.8 Response Drill

(Model 1)
Teacher: Soko ni ito ga arimasu ka?
Cue: (hai)
Class: Hai, koko ni ito ga arimasu.

(Model 2)
Teacher: Soko ni kami ga arimasu ka?
Cue: (iie)
Class: Iie, koko ni kami ga arimasen.

Suggestions for questions: Use the cues in 11.3.5.

11.3.9 Response Drill

Let pupils choose the noun and the short answer:

(Model)
Pupil 1: Soko ni hasami ga arimasu ka?
Pupil 2: Hai, arimasu. or Iie, arimasen.

11.3.10 Response Drill

Let pupils answer 'yes':

(Model)
Pupil 1: Soko ni ito ga arimasu ka?
Pupil 2: Hai, arimasu.
Pupil 1: Hari mo arimasu ka?
Pupil 2: Hai, hari mo arimasu.

Suggestions for questions: Use the cues in 11.3.5.

11.3.11 Response Drill

(Model)
Teacher: Hako no naka ni nani ga arimasu ka?
Cue: (en'pitsu)
Class: Hako no naka ni en'pitsu ga arimasu.

Suggestions for questions: hako no naka; fukuro no naka; tsukue no ue; isu no ue, shita, soba; teeburu no ue, shita, etc.

Cues: Same as in 11.3.5.

11.3.12 Response Drill

(Model)
Teacher: Isu no ue ni booru ga ikutsu arimasu ka?
Cue: (futatsu)
Class: Booru ga futatsu arimasu.

Suggestions for questions: hako, fukuro, hari, hasami, monosashi, en'pitsu, pen, nooto, etc.

Cues: hitotsu, futatsu, mittsu, yottsu, itsutsu, muttsu, nanatsu, yattsu, kokonotsu, too

11.3.13 Response Drill

Let pupils choose the number:

(Model)
Pupil 1: En'pitsu ga ikutsu arimasu ka?
Pupil 2: En'pitsu ga mittsu arimasu.

Suggestions for questions: Same as in 11.3.5.

11.3.14 Response Drill

Let pupils choose two adjectives and nouns:

(Model)
Pupil 1: Koko ni nani ga arimasu ka?
Cue: (ookii fukuro to chiisai fukuro)
Pupil 2: Ookii fukuro to chiisai fukuro ga arimasu.

Cues: ookii, chiisai, akai, shiroi, kuroi, aoi, nagai, mijikai with hako, fukuro, hari, hasami, monosashi, ito, en'pitsu, kureyon, etc.

11.3.15 Dialogue Memorization Drill

11.3.16 Role Playing

11.4 NEW VOCABULARY

fukuro ..... (paper) bag; sack
hako ..... box

hari ..... needle
ikutsu ..... how many (See notes)
ito ..... thread
koko ..... here; this place
naka ..... inside
soko ..... there; that place
to ..... and (See notes)

11.5 SUGGESTED ACTIVITIES

11.5.1 Exercises

Read the first two lines of the dialogue. Ask the following questions and let pupils answer in English.

1. What did Haruko's mother want?
2. Did Haruko find it?
3. What was it? What were the colors?

Read the last four lines of the dialogue. Ask the following questions and let pupils answer in English.

1. What else did mother want?
2. Did Haruko find it?
3. How many?

11.5.2 Game: Kim's Game

This is a popular observation game. Vocabulary recall and the use of ga with arimasu are emphasized.

Place realia on a large tray, e.g., needle, thread, pencil, pen, crayon, scissors, ruler, notebook, book, fruits, vegetables, fork, knife, cup, plate, spoon, etc. Place more than one of the same item but vary the color, length, size, etc. Cover the tray with a cloth until the game begins. When both teams are ready, remove the cloth for about half a minute or one minute. Let both teams have a look at the things on the tray.

Pupils on each team take their turn in naming an item. Each item can be named only once. As a variation, adjectives can be added to the response. The number of each item can also be included in the game. Each response must include the relational ga and the verb arimasu in order to score a point.

Examples

Teacher: Nani ga arimasu ka?
Team 1: Hari ga arimasu.
Team 2: Hasami ga arimasu.
Team 1: Osara ga arimasu.
Team 2: Monosashi ga arimasu. Etc.

Teacher: Nani ga arimasu ka?
Team 1: Kuroi ito ga arimasu.
Team 2: Nagai hari ga arimasu.
Team 1: Ookii jagaimo ga arimasu.
Team 2: Mijikai en'pitsu ga arimasu. Etc.

Teacher: Ikutsu arimasu ka?
Team 1: Hasami ga hitotsu arimasu.
Team 2: Osaji ga mittsu arimasu.
Team 1: Pen ga itsutsu arimasu.
Team 2: Hooku ga futatsu arimasu. Etc.

11.6 NOTES

11.6.1 Structure

Koko	ni	hari TO ito	ga	arimasu.

To, used between nouns, is the English equivalent of 'and.' It is not used between adjectives and adjectival nouns.

hon to en'pitsu (noun + noun) correct
akai to shiroi (adjective + adjective) incorrect
rippa to kirei (adjectival noun + adjectival noun) incorrect

Unlike the English usage, to is never used as a conjunction to connect sentences.

Fukuro	ga	mittsu	arimasu	ka?

Numbers precede a verb without a relational. Numbers which precede a noun will be introduced later.

11.6.2 Usage

Soko and koko introduced in this lesson maintain the same relative distance between the speaker and listener as in sore and kore.

Mo (meaning also) replacing ga is included in this lesson.

Ito ga arimasu.
Hasami mo arimasu.

In this lesson ikutsu is used to mean 'how many.' Ikutsu desu ka? which appeared in Volume I means 'How old (are you?)'

Children count certain objects without using a counter. The response to 'Ikutsu arimasu ka?' generally does not include a counter.

En'pitsu ga ikutsu arimasu ka?
En'pitsu ga futatsu arimasu.

In the case of adults, 'En'pitsu ga nihon arimasu,' is the proper answer. However, it is permissible for children to respond without using a counter. The different counters will be introduced later.

11.6.3 Culture

Japanese style clothing is traditionally hand-sewn. One basic style is used for everyone. The simplicity in style lends itself easily to hand-stitching. Women's kimonos can be taken apart, redyed, and be sewn back again. Although the style of the kimono does not change, women can change the color and design periodically to suit their fancy.

11.6.4 Pronunciation

Emphasis suggested:

fukuro

ikutsu

ito

Review suggested:

yoofuku

fune

ofuro

naifu

futatsu

fukuro

UNIT 4 LESSON 12

12.1 OBJECTIVES

Review: Lessons 10 and 11

12.2 DIALOGUE

(Preparation for a party)

Haruko: Doko ni keeki ga arimasu ka?

Minoru: Sono hako no naka ni arimasu yo.

Haruko: A! Ookii keeki desu ne.

Minoru: Osara to hooku ga arimasen yo.

Haruko: Koko ni arimasu yo.

12.3 PRACTICE

12.3.1 Repetition Drill

Let pupils repeat the following sentences:

arimasu yo
hako no naka ni arimasu yo
sono hako no naka ni arimasu yo
kono hako no naka ni arimasu yo
ano hako no naka ni arimasu yo
arimasen yo
fukuro no naka ni arimasen yo
kono fukuro no naka ni arimasen yo
sono fukuro no naka ni arimasen yo
ano fukuro no naka ni arimasen yo
arimasu ka?
tsukue no ue ni arimasu ka?
kono tsukue no ue ni arimasu ka?
sono tsukue no ue ni arimasu ka?
ano tsukue no ue ni arimasu ka?
osara to hooku ga arimasu
osaji to naifu ga arimasen
hari to ito ga arimasu
hasami to monosashi ga arimasen

12.3.2 Response Drill

Use the visuals for okashi, keeki, ame, etc.:

(Model)
Teacher: Doko ni okashi ga arimasu ka?
Cue: (sono fukuro no naka)
Class: Sono fukuro no naka ni arimasu.

Cues: kono hako no naka, sono tsukue no ue, ano isu no soba, kono hako no ue, sono fukuro no shita, etc.

12.3.3 Response Drill

Let pupils choose the location and noun:

(Model)
Pupil 1: Doko ni ito ga arimasu ka?
Cue: (Pupil 1 places the ito in a bag)
Pupil 2: Sono fukuro no naka ni arimasu.

12.3.4 Chain Drill

Let pupils choose the noun and koko or soko:

Teacher: Hon ga arimasen yo.
Pupil 1: Soko ni arimasu yo.
En'pitsu ga arimasen yo.
Pupil 2: Koko ni arimasu yo.
Osara ga arimasen yo.

Etc.

12.3.5 Substitution Drill

(Model)
Teacher: Osara to hooku ga arimasen.
Cue: (naifu to osaji)
Class: Naifu to osaji ga arimasen.

Cues: hon to en'pitsu, hasami to kami, okashi to mikan, keeki to juusu, hari to ito, etc.

12.3.6 Response Drill

Let pupils choose two nouns:

(Model)
Teacher: Nani ga arimasen ka?
Pupil 1: Hasami to pen ga arimasen.

12.3.7 Chain Drill

Let pupils choose the noun:

Pupil 1: Hako ga arimasu.
Pupil 2: Fukuro mo arimasu.
Hasami ga arimasu.
Pupil 3: Ito mo arimasu.
Monosashi ga arimasu.

Etc.

12.3.8 Response Drill

Let pupils choose the noun:

(Model)
Pupil 1: Soko ni nani ga arimasu ka?
Pupil 2: Koko ni kutsu ga arimasu.

12.3.9 Dialogue Memorization Drill

12.3.10 Role Playing

12.4 NEW VOCABULARY

None

12.5 SUGGESTED ACTIVITIES

12.5.1 Song

Haru ga Kita	Spring Has Come
Haru ga kita,	Spring has come,
Haru ga kita.	Spring has come!
Doko ni kita?	Where has it come?
Yama ni kita,	It's come to the mountains,
Sato ni kita,	It's come to the villages,
No ni mo kita.	And to the fields!

Hana ga saku,	Flowers are blooming,
Hana ga saku.	Flowers are blooming!
Doko ni saku?	Where do they bloom?
Yama ni saku,	On the mountains,
Sato ni saku,	In the villages,
No ni mo saku.	And in the fields!
Tori ga naku,	Birds are singing,
Tori ga naku.	Birds are singing!
Doko de naku?	Where do birds sing?
Yama de naku,	On the mountains,
Sato de naku,	In the villages,
No de mo naku.	And in the fields!

12.5.2 Exercises

A. After listening to the entire dialogue ask the following questions.

1. Doko ni keeki ga arimasu ka?
2. Chiisai keeki desu ka?
3. Don'na keeki desu ka?
4. Osara to hooku mo arimasu ka?

B. Let pupils listen to the following sets of words. Ask them which two are alike in each set.

1. isu	2. isu	3. itsu
1. isu	2. itsu	3. isu
1. ito	2. ido	3. ito
1. hadi	2. hari	3. hari
1. fukuro	2. fukudo	3. fukuro
1. sukue	2. tsukue	3. tsukue
1. tsukue	2. tsukue	3. sukue
1. aremasu	2. arimasu	3. arimasu

12.6 NOTES

None

UNIT 5 LESSON 13

13.1 OBJECTIVES

Use of IMASU and IMASEN.

New vocabulary: asoko, daidokoro, ofuroba, omiyage, otearai, soto, tonari

13.2 DIALOGUE

(Minoru's father comes home)

Otoosan: Tadaima!

Minoru: Otoosan, okaeri nasai.

Otoosan: Hai, omiyage.

Minoru: Waa, ureshii!

Otoosan: Okaasan wa doko ni imasu ka?

Minoru: Uchi ni imasen.

Tonari ni imasu yo.

13.3 PRACTICE

13.3.1 Repetition Drill

Let pupils repeat the following sentences:

uchi ni imasu
otoosan wa uchi ni imasu
tonari ni imasu
otoosan wa tonari ni imasu
otooto wa doko ni imasu ka?
otooto wa otearai ni imasu
imooto wa daidokoro ni imasu
oneesan wa ofuroba ni imasu
oniisan wa soto ni imasu
okaasan wa asoko ni imasu

daidokoro ni imasen
ojiisan wa daidokoro ni imasen
ofuroba ni imasen
obaasan wa ofuroba ni imasen

hai, omiyage
waa, ureshii

13.3.2 Response Drill

Use visuals to show the location:

(Model)
Teacher: Okaasan wa doko ni imasu ka?
Cue: (niwa)
Class: Okaasan wa niwa ni imasu.

Suggestions for questions: otoosan, okaasan, oniisan, oneesan, sen'sei, Minoru san, Haruko san, and pupils' names

Cues: daidokoro, ofuroba, otearai, soto, tonari, uchi no naka, niwa, gakkoo, maaketto, etc.

13.3.3 Transformation Drill

Let pupils say the negative statement:

(Model)
Teacher: Otoosan wa gakkoo ni imasu.
Class: Otoosan wa gakkoo ni imasen.

Suggestions for location nouns: Same as in 13.3.2. Add toshokan, kyooshitsu, kyookai, byooin, depaato, etc.

13.3.4 Response Drill

Let pupils answer 'no':

(Model)
Teacher: Sen'sei wa kyookai ni imasu ka?
Pupil 1: Iie, sen'sei wa kyookai ni imasen.

Suggestions for questions: Use the cues in 13.3.3.

13.3.5 Response Drill

Let pupils choose the location noun:

(Model)
Teacher: Oneesan wa toshokan ni imasu ka?
Pupil 1: Iie, toshokan ni imasen. Uchi ni imasu.

Suggestions for questions: Same as in 13.3.3.

13.3.6 Response Drill

Let pupils choose the noun in the question and answer:

(Model)
Pupil 1: Okaasan wa doko ni imasu ka?
Pupil 2: Okaasan wa maaketto ni imasu.

13.3.7 Response Drill

Use a pupil to demonstrate koko, soko and asoko:

(Model)
Teacher: Merii san wa doko ni imasu ka?
Cue: (Mary is standing near the teacher)
Class: Merii san wa soko ni imasu.

Cues: soko, koko (standing among the pupils) and asoko (standing far from the teacher and pupils)

13.3.8 Response Drill

Let one pupil stand in different locations to demonstrate the relative distance:

(Model)
Teacher: Jooji san wa koko ni imasu ka?
Pupil 1: Iie, soko ni imasen. Asoko ni imasu.

Suggestions for questions: koko, soko and asoko

13.3.9 Chain Drill

Let pupils choose the location noun:

Pupil 1: Sen'sei wa doko ni imasu ka?
Pupil 2: Byooin ni imasu.
Sen'sei wa doko ni imasu ka?
Pupil 3: Kyookai ni imasu.
Sen'sei wa doko ni imasu ka?
Pupil 4: Doobutsuen ni imasu.
Sen'sei wa doko ni imasu ka?

Etc.

13.3.10 Chain Drill

Pupil 1: Tadaima.
Pupil 2: Okaeri nasai.
Pupil 1: Hai, omiyage.
Pupil 2: Waa, ureshii!

Pupil 2: Tadaima.
Pupil 3: Okaeri nasai.
Pupil 2: Hai, omiyage.
Pupil 3: Waa, ureshii!

Etc.

13.3.11 Response Drill

Use the visual cues:

(Model)
Teacher: Kore wa nan desu ka?
Cue: (daidokoro)
Class: Sore wa daidokoro desu.

Cues: daidokoro, ofuroba, omiyage, otearai, niwa, tonari no uchi, toshokan, kyooshitsu, kyookai, byooin, kooen, etc.

13.3.12 Dialogue Memorization Drill

13.3.13 Role Playing

13.4 NEW VOCABULARY

asoko ..... (over) there; that place (over there)
daidokoro ..... kitchen
imasen ..... negative form of <u>imasu</u>; (there) is not
imasu ..... -MASU form of <u>iru</u>; (there) is
ofuroba ..... bathroom
omiyage ..... souvenir; gift
otearai ..... lavatory; washroom
soto ..... outside
tonari ..... adjacent house

13.5 SUGGESTED ACTIVITIES

13.5.1 <u>Game</u>: <u>Den'wa</u>

Review the telephone conversation in Lesson 1, Volume III. The dialogue for this game could be arranged between teacher-pupil or pupil-pupil. Let pupils choose the time and place.

<u>Example</u> (Teacher assumes mother's role)

Teacher: Moshi, moshi ...
Mary: Moshi, moshi.
Okaasan desu ka?
Teacher: Hai. Merii san desu ka?
Mary: Hai, soo desu.
Teacher: Doko ni imasu ka?
Mary: Toshokan ni imasu.
Teacher: Nan'ji ni uchi e kaerimasu ka?
Mary: San'ji ni uchi e kaerimasu.
Teacher: Jaa, ato de ne.
Sayoonara.
Mary: Sayoonara.

13.5.2 <u>Exercises</u>

<u>Auditory Comprehension</u>

Read the entire dialogue and ask pupils if the following statements are true or not. The answers should be based on the dialogue.

1. Okaasan wa uchi ni imasu.
2. Okaasan wa daidokoro ni imasu.
3. Okaasan wa uchi ni imasen.
4. Okaasan wa tonari ni imasu.
5. Minoru san wa gakkoo ni imasu.
6. Minoru san wa tonari ni imasen.
7. Minoru san wa uchi ni imasu.
8. Otoosan wa tonari ni imasu.
9. Otoosan wa tonari ni imasen.
10. Otoosan wa uchi ni imasu.

Auditory Discrimination

Read the set of words and ask pupils which two are alike.

	(1)	(2)	(3)
1.	tonari	toneri	tonari
2.	otearae	otearai	otearai
3.	otearai	otearai	oterai
4.	omiyage	omeyage	omiyage
5.	daidokoro	daidokoro	daedokoro
6.	ofudoba	ofuroba	ofuroba

13.6 NOTES

13.6.1 Structure

Okaasan	wa	uchi	ni	IMASU. / IMASEN.

The verbs, imasu and imasen, are equivalent to 'there is' and 'there is not' in English. The meanings are the same for arimasu and arimasen, introduced in Lesson 10. However, imasu and imasen are generally used for animate objects while arimasu and arimasen are generally used for inanimate objects.

Hon ga arimasu.
Kami ga arimsen.

Okaasan ga imasu.
Neko ga imasen.

13.6.2 Usage

In 10.6.1, place noun + ni was used with the verb aru. In this lesson place noun + ni is used with the verb iru. Place noun + ni always precedes the verbs iru and aru.

Koko ni hon ga arimasu.
Koko ni oneesan ga imasu.

In this lesson 'Okaasan wa doko ni imasu ka?' is introduced rather than 'Doko ni okaasan ga imasu ka?' The latter type of sentence will be introduced later.

Ofuroba refers to the bathroom of a Japanese home where a person takes a bath. Otearai, usually located adjacent to the ofuroba, is the washroom which includes the toilet and wash basin. A door separates the two rooms.

13.6.3 Culture

Omiyage refers to gifts purchased as souvenirs during travel. A father traveling to Kyoto on a business trip may purchase a Kyoto miyage or Kyoto no omiyage consisting of delicacies produced in Kyoto. Omiyage also refers to gifts which parents buy for children while on a shopping trip. Wedding gifts, birthday presents, etc. are called okurimono or purezen'to.

13.6.4 Pronunciation

Emphasis suggested:

daidokoro

otearai

omiyage

UNIT 5 LESSON 14

14.1 OBJECTIVES

Use of counter: -HIKI

New vocabulary: ippiki, nihiki, san'biki, yon'hiki, gohiki, nan'biki, buta, ushi, yagi, hora, moo, min'na de

14.2 DIALOGUE

(Minoru is visiting his uncle's farm)

Minoru: Ojisan, buta wa nan'biki imasu ka?

Ojisan: San'biki imasu yo.

Minoru: Ushi wa ...? Ippiki, nihiki, san'biki, yon'hiki ...

Yon'hiki imasu ne?

Ojisan: Iie, min'na de gohiki imasu.

Hora, asoko ni moo ippiki imasu yo.

14.3 PRACTICE

14.3.1 Repetition Drill

Let pupils repeat the following words and sentences:

ippiki
nihiki
san'biki
yon'hiki
gohiki

ippiki imasu
nihiki imasu
san'biki imasu
yon'hiki imasu
gohiki imasu

ushi wa ippiki imasu
buta wa nihiki imasu
yagi wa san'biki imasu
min'na de yon'hiki imasu
min'na de gohiki imasu

moo ippiki imasu
moo nihiki imasu
soko ni moo ippiki imasu
koko ni moo nihiki imasu
asoko ni moo san'biki imasu
hora, koko ni yon'hiki imasu
hora, asoko ni gohiki imasu

14.3.2 Substitution Drill

(Model)
Teacher: Buta wa nan'biki imasu ka?
Cue: (ushi)
Class: Ushi wa nan'biki imasu ka?

Cues: yagi, uma, saru, inu, neko, usagi, raion, tora, zoo, kuma, kame, nezumi, etc.

14.3.3 Substitution Drill

(Model)
Teacher: Ushi wa san'biki imasu.
Cue: (uma)
Class: Uma wa san'biki imasu.

Cues: Same as in 14.3.2.

14.3.4 Substitution Drill

(Model)
Teacher: Min'na de san'biki imasu.
Cue: (nihiki)
Class: Min'na de nihiki imasu.

Cues: san'biki, yon'hiki, gohiki, nihiki
Roppiki, shichihiki, happiki, kyuuhiki and juppiki may be introduced for passive learning only.

14.3.5 Substitution Drill

(Model)
Teacher: Asoko ni moo ippiki imasu yo.
Cue: (nihiki)
Class: Asoko ni moo nihiki imasu yo.

Cues: ippiki, nihiki, san'biki, yon'hiki

14.3.6 Response Drill

Use visuals to indicate the number:

(Model)
Teacher: Yagi wa nan'biki imasu ka?
Cue: (yon'hiki)
Class: Yon'hiki imasu.

Cues: Same as 14.3.4.

Suggestions for questions: Same as in 14.3.2.

14.3.7 Response Drill

Let pupils answer 'no':

(Model)
Teacher: Ushi wa san'biki imasu ka?
Class: Iie, ushi wa san'biki imasen.

Suggestions for questions: Same as in 14.3.2 and 14.3.4.

14.3.8 Chain Drill

Let pupils choose the noun and number:

Pupil 1: Buta wa ippiki imasu.
Pupil 2: Usagi wa nihiki imasu.
Pupil 3: Nezumi wa yon'hiki imasu.

Etc.

14.3.9 Chain Drill

Let the first pupil choose the noun and the second pupil choose the number:

Pupil 1: Uma wa min'na de nan'biki imasu ka?
Pupil 2: Min'na de san'biki imasu.
Yagi wa min'na de nan'biki imasu ka?
Pupil 3: Min'na de gohiki imasu.
Inu wa min'na de nan'biki imasu ka?

Etc.

14.3.10 Response Drill

Use realia for counting:

(Model)
Teacher: Booru wa ikutsu arimasu ka?
Cue: (mittsu)
Pupil 1: Mittsu arimasu.
Teacher: Koko ni moo hitotsu arimasu.
Min'na de ikutsu arimasu ka?
Pupil 2: Min'na de yottsu arimasu.

Suggestions for questions: hasami, monosashi, ito, hari, fukuro, hako, tsukue, isu, etc.

Cues: hitotsu, futatsu, mittsu, yottsu, itsutsu, muttsu, nanatsu, yattsu, kokonotsu, too

14.3.11 Response Drill

(Model)
Teacher: Yagi wa nan'biki imasu ka?
Cue: (nihiki)
Pupil 1: Nihiki imasu.
Teacher: Koko ni moo ippiki imasu.
Min'na de nan'biki imasu ka?
Pupil 2: Min'na de san'biki imasu.

Suggestions for questions: Same as in 14.3.2.

Cues: Same as in 14.3.4.

14.3.12 Dialogue Memorization Drill

14.3.13 Role Playing

14.4 NEW VOCABULARY

buta ..... pig
gohiki ..... five (animals)
-hiki ..... counter for animals
hora ..... Look!; There!
ippiki ..... one (animal)
min'na de ..... in all; altogether

moo ..... more
nan'biki ..... how many (animals)
nihiki ..... two (animals)
san'biki ..... three (animals)
ushi ..... cow; cattle
yagi ..... goat
yon'hiki ..... four (animals)

14.5 SUGGESTED ACTIVITIES

14.5.1 Game: Koko, soko, asoko

Combine ookii, chiisai, kawaii, and shiroi with the animal nouns appearing in 14.3.2. Designate each pupil as ookii buta, chiisai yagi, etc. Pupils are to hold a picture card to identify themselves. Before playing the game, let each pupil give his identification. The object of the game is to reinforce the use of koko, soko and asoko.

Examples

Teacher: (Pointing to ookii buta who is sitting far away from both pupil B and teacher)
B san, ookii buta wa asoko ni imasu ka?
Pupil B: Hai, asoko ni imasu.

Teacher: (Pointing to chiisai ushi who is sitting next to the teacher but far away from pupil D)
D san, chiisai ushi wa koko ni imasu ka?
Pupil D: Hai, soko ni imasu.

Teacher: (Pointing to kawaii saru who is sitting next to pupil F)
F san, kawaii saru wa soko ni imasu ka?
Pupil F: Hai, koko ni imasu.

Variation: Follow the above directions. The teacher moves around the room as she directs the questions at the pupils.

Examples

Teacher: A san, ookii uma wa?
Pupil A: Ookii uma wa koko ni imasu.
Teacher: T san, shiroi usagi wa?
Pupil T: Shiroi usagi wa asoko ni imasu.
Teacher: Q san, kawaii nezumi wa?
Pupil Q: Kawaii nezumi wa soko ni imasu.

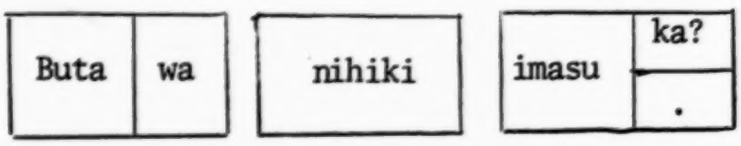
14.5.2 Exercises

Ask pupils to identify the incorrect sentences. Let them make the corrections.

1. Buta wa yon'hiki arimasu. (imasu)
2. Ushi wa san'biki imasu.
3. Booru wa nihiki arimasu. (futatsu)
4. Kasa wa mittsu imasu. (arimasu)
5. Otoosan to okaasan ga imasu.
6. Hon to en'pitsu ga imasu. (arimasu)
7. Min'na de gohiki arimasu. (imasu)
8. Min'na de muttsu arimasu.
9. Asoko de moo ippiki imasu. (ni)
10. Asoko ni moo hitotsu arimasu.

14.6 NOTES

14.6.1 Structure



In Lesson 11, numbers preceded the verb aru without a relational. The verb iru is also preceded by numbers without a relational.

14.6.2 Usage

The counter -hiki is used for counting animals, insects and fish. Birds are counted differently.

The counter -hiki is one of the counters which requires certain changes when combined with numerals. The changes are as follows:

'h' to 'p'

ichi	+	hiki	=	ippiki
hachi	+	hiki	=	happiki
roku	+	hiki	=	roppiki
juu	+	hiki	=	juppiki

'h' to 'b'

san	+	hiki	=	san'biki
nan	+	hiki	=	nan'biki

Other counters beginning with 'h', e.g., -hon and -hai, change in the same manner. Numbers beyond ten follow the above rule and change to juuippiki, juunihiki, juusan'biki, etc.

The numerals up to twelve were introduced in Lesson 7, Volume IV. Roppiki, shichihiki, happiki, kyuuhiki, juppiki, juuippiki, and juunihiki may be introduced as passive vocabulary items.

Min'na de can be used with people, animals or with inanimate objects. The following two questions are possible.

Min'na de ikutsu arimasu ka?	(How many are there in all?)
Min'na de nan'biki imasu ka?	(How many (animals) are there altogether?)

Min'na de can also be used with -MASHOO, -MASU and -MASHITA forms.

Min'na de asobimashoo. (Let's all play together.)
Min'na de yomimasu. (We'll all read together.)
Min'na de ikimashita. (We all went together.)

In this lesson hora, an interjection, is used to point out an object.

Moo used with numbers such as gohiki or with native numbers such as hitotsu is equivalent to 'more.' It is commonly used with smaller numbers.

Moo hitotsu kudasai. (Please give me one more.)
Moo gohiki imasu. (There are five more animals.)

14.6.3 Culture

Japanese farms are much smaller when compared with the farms in the United States. Land used for farming are flat or terraced.

Livestock on the farm can be counted as ittoo, nitoo, san'too, etc. or as ippiki, nihiki, san'biki, etc. The counter -too is also used for large animals such as elephants, buffaloes, giraffes, etc.

14.6.4 Pronunciation

Emphasis suggested:

ippiki

san'biki

nan'biki

UNIT 5 LESSON 15

15.1 OBJECTIVES

Review: Lessons 13 and 14

15.2 DIALOGUE

(Neighbor's puppies)

Haruko: Obasan, kon'nichi wa.

Obasan: Haruko san, kon'nichi wa.

Haruko: Obasan no inu wa kawaii desu ne.

Obasan: Moo ippiki imasu yo.

Haruko: Doko ni imasu ka?

Obasan: Hora, mite kudasai.

Hako no naka ni imasu yo.

15.3 PRACTICE

15.3.1 *Repetition Drill*

Let pupils repeat the following sentences:

obasan no inu wa kawaii desu ne
oneesan no usagi wa kawaii desu ne
oniisan no nezumi wa kawaii desu ne
sen'sei no neko wa kawaii desu ne

hako no naka ni imasu
inu wa hako no naka ni imasu
tsukue no shita ni imasu
neko wa tsukue no shita ni imasu
uchi no naka ni imasu
okaasan wa uchi no naka ni imasu
uchi no soto ni imasu
otooto wa uchi no soto ni imasu
isu no soba ni imasu
imooto wa isu no soba ni imasu
teeburu no ue ni imasu
kame wa teeburu no ue ni imasu

15.3.2 Response Drill

(Model)
Teacher: Neko wa doko ni imasu ka?
Cue: (tsukue no ue)
Class: Tsukue no ue ni imasu.

Suggestions for questions: neko, inu, uma, yagi, kame, nezumi, ushi, saru, buta, usagi, etc.

Cues: uchi no naka; soto; niwa; isu no shita, ue, soba; teeburu no shita, ue, soba; doobutsuen; etc.

15.3.3 Response Drill

(Model)
Teacher: Otoosan wa doko ni imasu ka?
Cue: (daidokoro)
Class: Daidokoro ni imasu.

Suggestions for questions: otoosan, okaasan, ojii-san, obaasan, ojisan, obasan, oneesan, onii-san, otooto, imooto, sen'sei, etc.

Cues: ofuroba, otearai, tonari, soto, uchi, niwa, gakkoo, toshokan, kooen, etc.

15.3.4 Response Drill

Let pupils choose the location:

(Model)
Teacher: Nezumi wa doko ni imasu ka?
Pupil 1: Daidokoro ni imasu.

Suggestions for questions: Same as in 15.3.2 and 15.3.3.

15.3.5 Response Drill

Let pupils choose the name:

(Model)
Teacher: Kore wa dare no inu desu ka?
Pupil 1: Sore wa Merii san no inu desu.

Suggestions for questions: neko, inu, usagi, yagi, kame, nezumi, saru, etc.

15.3.6 Substitution Drill

Let pupils choose the name and animal:

(Model)
Teacher: Jooji san no usagi wa kawaii desu ne.
Pupil 1: Merii san no nezumi wa kawaii desu ne.
Pupil 2: Jon san no inu wa kawaii desu ne.

15.3.7 Response Drill

Use finger signals for cue:

(Model)
Teacher: Yagi wa nan'biki imasu ka?
Cue: (three)
Pupil 1: Yagi wa san'biki imasu.

Suggestions for questions: Use the animals in 15.3.2.

Cues: one to five

15.3.8 Response Drill

Use finger signals for cue:

(Model)
Teacher: En'pitsu ga ikutsu arimasu ka?
Cue: (five)
Pupil 1: En'pitsu ga itsutsu arimasu.

Suggestions for questions: isu, tsukue, fukuro, hako, ito, hari, mono-sashi, booru, etc.

Cues: one to ten

15.3.9 Chain Drill

Let pupils choose koko, soko, or asoko. When they say the place, let them point out the place:

Pupil 1: Moo ippiki imasu yo.
Pupil 2: Doko ni imasu ka?
Pupil 1: Soko ni imasu.

Pupil 2: Moo ippiki imasu yo.
Pupil 3: Doko ni imasu ka?
Pupil 2: Asoko ni imasu.

Etc.

15.3.10 Dialogue Memorization Drill

15.3.11 Role Playing

15.4 NEW VOCABULARY

None

15.5 SUGGESTED ACTIVITIES

15.5.1 Song

Kagome, kagome

Kagome, kagome,
Kago no naka no tori wa,
Itsu, itsu deyaru.
Yoake no ban ni,
Tsuru to kame to subetta.
Ushiro no shoomen dare?

Bird in the Cage

Kagome, kagome,
When or when will the bird in the cage
Come out?
One night near dawn
The crane and the tortoise slipped and fell.
Who is standing directly behind you?

15.5.2 Game: Kagome, kagome

The entire class may form one large circle to play this singing game or the pupils may be divided into groups according to sex, etc. 'It' goes to the center of the circle, using his hands to cover his eyes. The pupils hold hands and sing while walking to the left. When the song ends, everyone stops walking. The pupil who is standing directly behind 'it' makes an animal sound, disguising his voice. 'It,' 'the bird in the cage,' must guess who stopped behind him.

'It': Merii san desu ka?
Class: Iie, chigaimasu.
'It': Jon san desu ka?
Class: Atarimashita!

John becomes the next 'it' and goes to the center of the circle. If 'it' is unable to guess correctly after three tries, he remains caged and the song is repeated.

15.5.3 Exercises

Read the entire dialogue and ask the following questions.

1. Haruko san wa doko ni imasu ka?
2. Obasan no inu wa ookii desu ka?
3. Obasan no inu wa kawaii desu ka?
4. Inu wa min'na de nan'biki imasu ka?
5. Hako no naka ni nan'biki imasu ka?

15.6 NOTES

None

GENERAL REVIEW

1. Let pupils change an affirmative statement into a negative statement.

   (Model)
   Teacher: Are wa kyooshitsu desu.
   Class: Are wa kyooshitsu ja arimasen.

   Suggestions: Are, kore and sore with daidokoro, depaato, hakubutsukan, imushitsu, kyookai, ofuroba, otearai, byooin, shoogakkoo, etc.
   Use gen'ki and byooki with pupils' names.

2. Let pupils change an affirmative statement into a negative statement.

   (Model)
   Teacher: Kono fukuro wa ookii desu.
   Class: Kono fukuro wa ookiku arimasen.

   Suggestions for adjectives: aoi, akai, chiisai, hayai, kawaii, kuroi, mijikai, nagai, oishii, omoshiroi, osoi

   Suggestions for nouns: hako, hari, isu, ito, oben'too, sukaato, teeburu, tsukue, yoo-fuku, zubon, jidoosha, uma, usagi, kame, inu, terebi, etc.

3. Let pupils choose the noun.

   (Model)
   Teacher: Dotchi ga hayai desu ka?
   Cue: (usagi to kame)
   Pupil 1: Usagi ga hayai desu.

   Cues: kawaii (inu to neko), mijikai (kono en'pitsu to ano en'pitsu), nagai (sono sukaato to ano sukaato), oishii (han'baagu to sakana), omoshiroi (man'ga to otogibanashi), osoi (uma to ushi), etc.

4. Telling time

(Model)
Teacher: Ima nan'ji desu ka?
Cue: (niji-han)
Class: Ima niji-han desu.

Cues: ichiji - juuniji and ichiji-han - juuniji-han

5. Let pupils choose the time.

(Model)
Teacher: Nan'ji ni asagohan o tabemasu ka?
Pupil 1: Hachiji ni asagohan o tabemasu.

Suggestions for questions: hirugohan o tabemasu, oben'too o tabemasu, nemasu, okimasu, kao o araimasu, terebi o mimasu, gakkoo e ikimasu, uchi e kaerimasu, etc.

6. Let pupils choose the time.

(Model)
Teacher: Nan'ji ni okimashita ka?
Pupil 1: Shichiji ni okimashita.

Suggestions for questions: Same as in part 5.

7. Elicit individual responses by using realia and visuals.

(Model)
Teacher: Doko ni fukuro ga arimasu ka?
Cue: (teeburu no ue)
Pupil 1: Teeburu no ue ni arimasu.

Suggestions for questions: hako, hari, ito, oben'too, yoofuku, etc.

Cues: fukuro, hako, tsukue, isu with ue, shita, soba naka, koko, soko and asoko

8. Let pupils choose the location.

(Model)
Teacher: Otoosan wa doko ni imasu ka?
Pupil 1: Otoosan wa hakubutsukan ni imasu.

Suggestions for questions: okaasan, ojiisan, obaasan, ojisan, obasan, oniisan, oneesan, imooto, otooto, sen'sei, etc.

9. Let pupils choose the item, number and location.

(Model)
Teacher: Nani ga arimasu ka?
Pupil 1: Booru ga arimasu.
Teacher: Booru ga ikutsu arimasu ka?
Pupil 1: Booru ga mittsu arimasu.
Teacher: Doko ni booru ga mittsu arimasu ka?
Pupil 1: Koko ni booru ga mittsu arimasu.

10. Let pupils choose the number and location.

(Model)
Teacher: Inu wa nan'biki imasu ka?
Pupil 1: Inu wa nihiki imasu.
Teacher: Inu wa doko ni imasu ka?
Pupil 1: Inu wa kooen ni imasu.

Suggestions for questions: neko, kame, uma, ushi, usagi, yagi, buta, etc.

STRUCTURAL POINTS

UNIT 1

Lesson 1: Are wa toshokan JA ARIMASEN.

Lesson 2: Haruko san wa gen'ki ja arimasen.

UNIT 2

Lesson 4: Sono yoofuku wa NAGAI desu.
Kono yoofuku wa SUKOSHI nagai desu.

Lesson 5: Kame wa HAYAKU ARIMASEN.
DOTCHI ga hayai desu ka?

UNIT 3

Lesson 8: Juuniji NI oben'too o tabemasu.

UNIT 4

Lesson 10: Teeburu no ue NI oben'too ga ARIMASU.
Teeburu no ue NI oben'too ga ARIMASEN.

Lesson 11: Koko ni hari TO ito ga arimasu.
Fukuro ga mittsu arimasu ka?

UNIT 5

Lesson 13: Okaasan wa uchi ni IMASU.
Okaasan wa uchi ni IMASEN.

Lesson 14: Buta wa nihiki imasu.

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えんそく

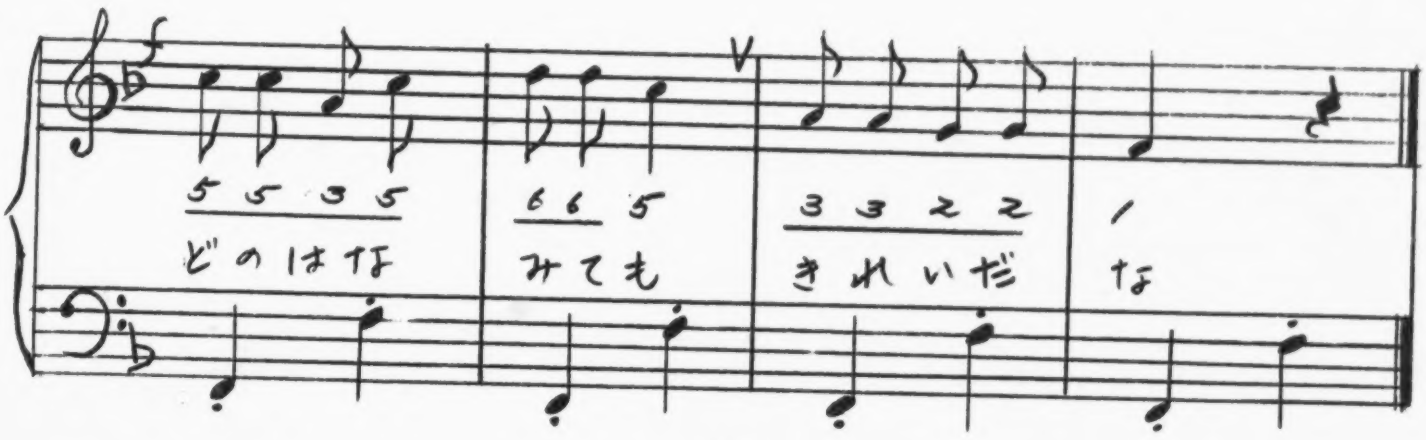
林柳波 作詞

弘田龍太郎 作曲
橋内良枝 編曲

ちゅうりっぷ

♩ = 92

作詞者不明
井上武士作曲



春が来た

♩ = 120

小学唱歌
稲内良枝編曲

mp

1. はるがきた　はるがきた
2. はながさく　ななが さく
3. とりがなく　とりが なく

どこにきた　たやまにきた
どこにさく　くやまにさく
どこでなく　くやまでなく

mf

さとにきた　のにもきた
さとにさく　のにもさく
さとでなく　のでもなく

f

かごめ　かごめ

QUESTIONINGLY

122